## About the Authors

*Dr. Millan* is an elementary school physical educator at Brookline, Massachusetts . . . *Dr. Turner,* pioneer, health educator and author is active in World Health Organization . . . *Dr. Coffey* is a member of the staff at Bowling Green State University . . . *Dr. Montoye, Dr. Van Huss* and *Mr. Zuidema* are members of the Michigan State University staff . . . *Mr. Streit* is director of health and hygiene, Cincinnati Public Schools . . . *Mr. Caldwell* is on the staff at the University of California, Los Angeles . . . *Mr. Gerlock* and *Mr. Grabner* are members of the Recreation Department of Ft. Wayne . . . *Mr. Grigson* is head of the department of physical education, Roxborough High School, Philadelphia . . . *Dr. Snyder* is a faculty member at the University of California at Los Angeles . . . *Mr. Chellman* is a member of the staff at the University of Alabama . . . *Dr. Field* is head of the department at Bridgeport State Teachers and *Miss Moseley* is director of physical education at Greensboro College, North Carolina.

## Department Editors

TEACHING TECHNIQUES
*Ralph L. Wickstrom*

ELSEWHERE IN THE WORLD
*C. O. Jackson*

TEACHABLE DANCES
*Harry Grabner*

BOOK REVIEWS
*K. W. Bookwalter*

ARTICLE DIGESTS
*K. W. Bookwalter*

NOTEWORTHY PEOPLE IN THE PROFESSION
*K. W. Bookwalter*


# *The Physical Educator*
## of
## PHI EPSILON KAPPA

**Vol. XVI** **May, 1959** **No. 2**



PROGRESSION—THE MISSING LINK ..... 43
*Anne F. Millan*

WORKSHOP DEMOCRACY KANSAS STYLE ..... 46
*C. E. Turner*

CHARM ..... 47
*J. Russell Coffey*

SPORT ACTIVITIES OF ATHLETES AND NON-ATHLETES IN LATER LIFE ..... 48
*Henry J. Montoye, Wayne Van Huss and Marvin Zuidema*

EDUCATION JOINS ENFORCEMENT TO SAVE LIVES ..... 52
*W. K. Streit*

SHOT PUTTER ..... 53
*S. F. Caldwell*

DAY CAMPING IN FORT WAYNE ..... 54
*Dennis Gerlock* and *Harry Grabner*

THE PHYSICAL EDUCATION REPORT CARD ..... 57
*W. Herbert Grigson*

THE CRUCIAL ISSUE IN THE EXTRA PAY CONTROVERSY ..... 62
*Raymond A. Snyder*

COMPETITION IN THE INTRAMURAL PROGRAM ..... 65
*John Chellman*

STUNTS! PLUS ..... 67
*David A. Field*

" . . . AND TEN" ..... 68
*Louise Moseley*


### Departments


*In the Editor's Corner* ..... 42
*Teaching Techniques* ..... 69
*Elsewhere in the World* ..... 72
*Teachable Dances* ..... 74
*Book Reviews* ..... 76
*Article Digests* ..... 78
*Noteworthy People in the Profession* ..... 80
*Phi Epsilon Kappa Directory* ..... Inside back cover

# In the Editor's Corner

## Should Varsity Athletes Be Excused From the Required Or In-Class Program in Physical Education?

TRADITIONALLY, MANY BOYS out for a varsity sport have been automatically excused from participation in the required program of physical education, at least for the season, and sometimes for the entire semester. Over a period of three or four years, such a participant might be excused from part or all of the carefully planned and graded program which his class mates are following.

A prescribed course of study is required of every pupil in the public schools with some choice of electives, but included in the requirement are English and physical education, two areas that are accepted as being of vital importance to everyone enrolled. Meeting certain standards set up by the school, such as regular attendance and participation, completing of assignments, and successfully passing certain tests and a final examination, give the pupil credit on his record. Accumulation of credit in certain prescribed and elective courses ultimately permits the pupil to graduate from high school. Passing proficiences is not general practice today.

A pupil out for a varsity sport is exposed to many wonderful experiences in one area, and opportunities are his which only a small percentage of his classmates can share. We must, however, never lose sight of the fact that such extra-curricular, or out-of-class experience is in addition to the basic or required subjects in school.

Excusing a student from the curricular or class requirement is not only unfair but completely indefensible educationally because:

1. It sets athlete apart as a privileged person.
2. It permits substitution of one or several sports for the educational program.
3. It falsifies school transcripts
   (1) The student receives credit for a course or courses in which he has never participated
   (2) The student receives duplicate credit when he is permitted to substitute three seasons of football for three in the school program
4. It creates the erroneous impression that physical education is only exercise, and of little importance
   (1) In no other area in education is a student permitted to substitute participation in an extra curricular activity, for participation in the curriculum.
      (a) In debating, the best English students participate volumntarily, not as a substitute but as an extra opportunity, just as in music.
5. If the student is excused for a semester, he gets no experience in the required program; if for a season, he disrupts the class when he enters and leaves for a new sport.

We do not want to glorify the athletically elite anymore than other leaders in student activities; neither do we want to penalize them by making it impossible for them to be exposed to the many facets of a modern, well-rounded program. The youngster who has only learned to play football or basketball, has learned nothing in the way of recreational skills which he needs to carry on his own activity after graduation. In the long run, it is just as important to be physically educated and physically fit, as it is to be able to speak, read, or write reasonably well. Participating in recreation and keeping fit without any education along this line is both difficult and unusual.

The school has a responsibility for developing better citizenship today and tomorrow. Preparation for life including the leisure hours is part of this charge. Today, the trend is definitely *away* from excusing athletes from participation in the required program because:

1. Physical education is *education,* and not just exercise. Hence one cannot substitute for the other.
2. The objectives of physical education and athletics are similar, to a degree, *but not identical.*

Traditionally, the athlete has often been excused from physical education classess in order to have an extra period for study. While such use is seldom made of this period, the participant, the "cream of the crop" athletically speaking, should be able to do both his school work *and* his athletics, just as musicians, debaters, and dramatists do. Otherwise, he should logically concentrate on the prescribed educational program, set up by the school and financed by the community.

If the athlete has leadership qualities, he can serve as a squad leader for a unit of learning, or for a semester, a most valuable experience for him and his school. Out of the group of athletic minded students could very well come many fine recruits for teacher education, especially if they have been exposed to a worthwhile, educationally-sound program in high school.

The only answer to the question "Should Varsity Athletes be Excused from Required Physical Education" is a strong, well-documented and emphatic "No!"

C. O. Jackson

# Progression—The Missing Link!

Anne F. Millan

IS THERE SOMETHING missing in your physical education program? Chances are that PROGRESSION is lacking if you make these complaints or hear them made by your co-workers:

1. How can I present fitness-building apparatus when my students can't perform (or are afraid to perform) fundamental tumbling?
2. The rhythms outlined for the grade level I teach are too complicated for many children who can't keep time with the music.
3. I am not the coach I should be! Instead of presenting plays, tactics, and patterns, I spend most of my time teaching ball-handling.
4. In spite of motivation, there is not enough enthusiasm for my program. For some students, my program is just "more of what we had last year." for others, it is completely foreign.

The above are representatives of the complaints of many conscientious physical educators. True, many such criticisms would be non-existent if GOOD elementary school programs were operative today. But let's face the facts; until such programs are universal, we must remedy the lack of fundamental skills and satisfactions.

The lack of progression in our physical education programs has done far more damage than that of arousing complaints among physical educators. That lack has prevented physical education from receiving respect in academic circles where progression is a keynote.

## The Problem

Progression—the moving forward to maturity or completion—is the missing link in many physical education programs. Secondary schools and colleges are not alone in this progression problem. Too many elementary school activity programs are lacking in goal-setting. Through the planning of activity progressions, we can do much to remedy the lack of fundamentals and provide built-in motivation for our programs.

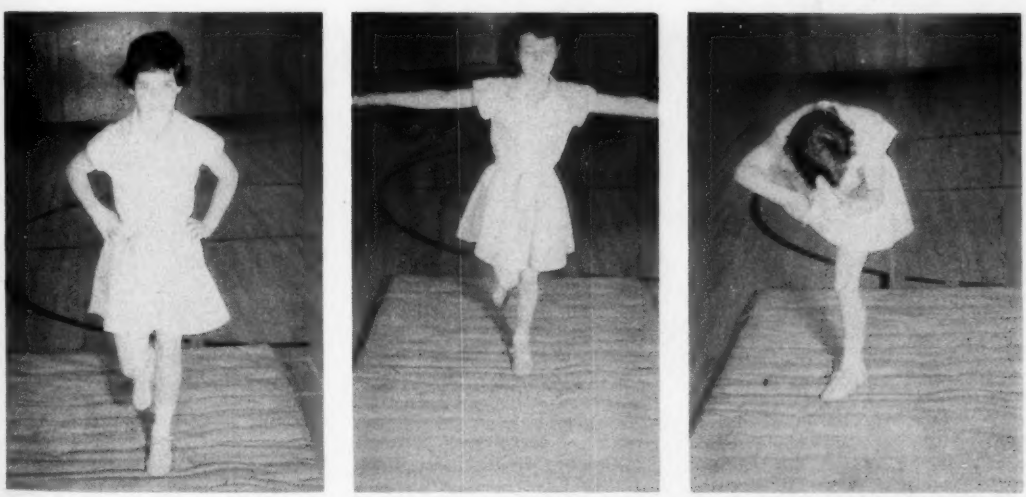
We have reached a point in American physical education where numerous communities possess the facilities, the personnel, and the teaching materials for a truly progressive program. Those communities with elementary through high school physical education are in a position to demonstrate the values of progression in activities. Where elementary school physical education is not as yet possible, secondary physical educators can plan lead-up units of games, rhythms, and self-testing activities that will insure student progress sand satisfaction.

## The Program

How can a school or community start such a program? Basically, this is a project involving the discarding of arbitrarily-selected activities, the addition of meaningful lead-up activities, and the re-arrangement of activities according to degree of difficulty. There is no one ready source for progression materials. All reference texts, teacher experiences, and creative thinking are required to develop the progressions needed in each community.

Whether planning a unit of creative rhythms for

**Progression on Balance Beam**



STORK STAND BLIND BALANCE TOE HOLD

WALK WITH HELPER

WALK ALONE

SKATER

kindergarten or a unit in defensive tactics for high school basketball, it is essential for all physical education personnel to be involved. This insures progression, prevents over-lapping, provides for coordination of programs at all age levels. The planning of progressive sequences of games, rhythms, and self-testing activities should insure more reliable learning, pupil-satisfaction, self-confidence, physical fitness, and readiness for more difficult activities.

Here are sample sequences of self-testing activities. They may be used as starting units for primary grades or as lead-up units in junior or senior high school.

**Self-Testing Stunts and Tumbling 1**

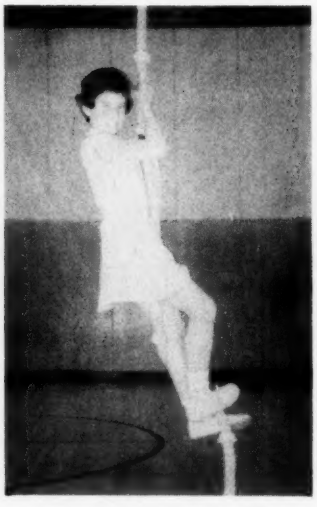
1. Half-turn jump
2. Heel click
3. Heel slap
4. Jumping Jack
5. Leap 12" Rope
6. Stork stand
7. Toe Hold
8. Tight rope walk
9. Crab run
10. Walk-Up-Wall
11. Lame Dog Walk
12. Log Roll
13. Bridge
14. Somersault

**Self-Testing Stunts and Tumbling 2**

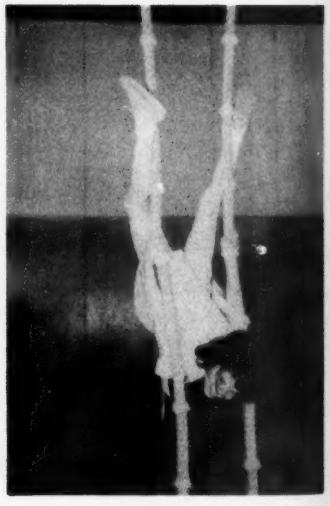
1. Blind Balance
2. Knee Slap
3. Skater
4. Double Heel Click
5. Full-turn Jump
6. Leap 15" Rope
7. Hand Kick
8. Rocking Horse

**Progression on the Ropes**

JUMP AND HOLD



GRASP AND CLIMB



INVERTED HANG

9. Wheelbarrow
10. Inch Worm
11. Seal Crawl
12. Through the Stick
13. Thread the Needle
14. Get-Up
15. Shoulder Rest
16. Backward Somersault
17. Tripod
18. Headstand

**Self-Testing on the 4" Balance Beam**

1. Walk forward length of beam alone.
2. Walk sideways length of beam.
3. Walk backwards length of beam.
4. Walk length of beam, balancing beanbag on head.
5. Walk to middle to beam, circle, complete walk.
6. Walk to middle of beam, perform "skater", complete walk.
7. Walk to middle of beam, step over obstacle, complete walk.
8. Walk to middle of beam, pick up object, complete walk.
9. REPEAT above stunts on the 2" balance beam.

**Self-Testing on the Climbing Ropes**

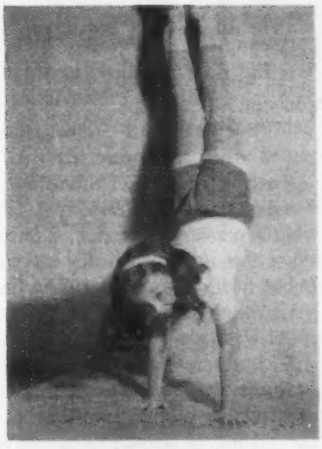
1. Swing, sitting.
2. Swing, standing.
3. Pull-up from lying.
4. Pull-up from sitting.
5. Jump, hold 10 counts, feet on rope.
6. Jump, hold 10 counts, no feet.
7. Foot grasp for 10 counts.
8. Climb one body length.
9. Inverted hang.
10. Backward roll.

It is important to note that no particular grade level assignment is made for the preceding units of stunts. They are designed for beginners, be they first or 6th graders. Similar units in games and rhythms can be devised both for the purpose of compensating for a lack of physical education and to provide continuous growth.

Start your units today; don't let progression be the missing link in your program.

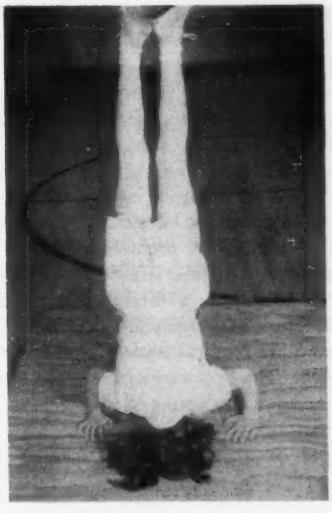
BRIDGE

SHOULDER REST



WALK-UP WALL

TRIPOD



HEADSTAND

# Workshop Democracy Kansas Style

C. E. Turner

THE PANEL WAS seated on the platform,—two physicians, four high school seniors (two boys and two girls), the Director of Scouting, and the Chief of Police. The subject was safety.

"I'd like to ask you boys and girls a question," the Chief was saying. Why is it that one kid in a gang can call another 'chicken', and wham! away he goes with dangerous auto stunts, stealing lighted lanterns from a road repair job or some other dangerous or criminal act".

We were off. Smack in the middle of a safety problem and the psychology of teen-age behavior.

"Nobody wants to take a dare."

"You don't stop to think."

"The approval of the other kids is pretty important."

"It would be pretty tough if your own gang let you out."

"We've heard our parents laugh about stunts they pulled when they were our age."

These were some of the things the students said. It was all a part of a West Kansas County Health Education Workshop. The discussions took place, not because this town had had a lot of trouble with youth. It had had less than most. The Chief was not putting some tough kids on the spot. The youngsters on the panel were top flight and the Chief was their friend.

Such discussions come about because Kansas believes in the democratic process of solving it's health problems by cooperative action to find these weeds in the garden of human behavior before they get big and pull them up by the roots before they go to seed. And Kansas accepts the broad World Health Organization definition of health as complete physical, mental, and *social* well being.

The audience, which itself participated in the discussion, was made up of youth, parents, and all kinds of community leaders,—physicians, clergymen, educators, attorneys, directors of youth groups, social workers, nurses, agricultural extension agents, coaches and directors of recreation. The workshop was one of over 150 which have been promoted by the State Department of Health in the last decade under the leadership of Miss May Hare. The Commissioner of Public Health, The State Superintendent of Schools and the Kansas State Medical Society give leadership to this movement. The Secretary of the State Medical Society was serving as moderator of this very meeting we were now describing.

But this kind of workshop is "grassroots." It is planned by a Health Council or Health Committee within the county. It is their workshop. On this committee or council we find representatives of local government, voluntary health agencies, churches, the health-medical professions, leading citizens and representatives of youth organizations belong to this group. All agencies in health, religion, education, agriculture and welfare have had a part. They choose the general topics for the workshop and decide what resource persons to bring in from the outside. But they also leave freedom to groups of youth, teachers, parents or others within the workshop itself to choose their own lines of discussion.

Recently, I sat in with a group of 18 high school students exploring topics. A fine young man about 18 was acting as chairman and a somewhat younger girl was acting as a recorder. She would later report to a bigger group. A Director of Youth Activity was counselor and resource person.

"I think we ought to discuss safety" said a boy sitting near the chairman. "More of us get laid up by accidents than by anything else."

"You may think this is funny" said an attractive girl across the circle, "but some of us were talking about the workshops and we would like to know what kind of a girl boys like."

"O.K.," said a boy beside her, "if you girls will discuss what kind of boys girls like."

"I propose we discuss alcohol," said another boy, "Seems like there's more drinking every year and more advertising telling how popular drinking has become."

"We can discuss alcohol" said the girl beside him, "but I would also like to ask some of these health people what kind of jobs there are in public health."

"Can we find out more about the Salk vaccine?"

"I have written out this question I would like to ask one of the doctors," said another girl and she read from a sheet of paper, "Do you think it is growing harder to keep stable emotionally in this world you adults have set up for us?"

"I think we ought to try to get a good physical exam when we enter high school," said a boy.

"I think we should ask for a course in family living," said a girl.

The questions raised by youth are all accumulated from one workshop to another and supplied to other youth groups in advance for their consideration in planning their own discussions.

Experience shows that very free discussion can be developed in these small groups. They call in adult resource persons to give information in special fields of knowledge or experience. When the discussions are reported to the large groups of both youth and adults there is opportunity for further discussion.

There is sometimes a special sesssion of teachers to consider school health problems, but always there are general assemblies which include a broad cross section of ages, occupations and interest. In this way local workshop members see themselves through the eyes of their neighbors.

A physician who is a leader in public health in one of the European countries said, on a visit to this country, "Your voluntary cooperative effort in health is evidence of a very mature culture."

The Kansas Workshop program reflects a democratic willingness on the part of the individual to accept responsibility.

A distinguished German public health administrator said to me recently, "We have not yet developed individual responsibility for health as much as the Americans. We are too much inclined to feel that state health insurance and governmental regulations will take care of it, but of course, they will not."

Kansas Workshops started a dozen years ago when health education planning was taking place at the state level. A state health education council was established, made up of most able and distinguished persons. Annual state workshops were started at the University of Kansas. They have dealt with such topics as preparation for marriage and parenthood, getting the child ready to enter school, the early school years, adolescence, the productive years, and community organization for health. But in many ways, the local workshops which started in Meade County and Cowley County the next year and have now spread all over the state, are of greater interest.

One hears many endorsements if he talks with various persons about the workshops. A high school girl said, "I got some new ideas about self discipline from those discussions as it relates to physical, mental, social, moral and religious health."

A boy said, "We learned something of what our parents and teachers are trying to do and we can work better with them."

A business man said, "I got a better understanding of what our health agencies are doing."

A pastor said, "My life has been enriched and my service enhanced by these discussions."

A school superintendent said, "I wish all my teachers could have participated."

A physician said, "I wish I could have attended every session."

A high school senior said, "This was the best opportunity we ever had to express our point of view."

Perhaps the strongest evidence of workshop values is their continuation year after year and the initiation of new workshops in other counties. These values come from a joint look at health problems each year by community leaders, youth and the general public, from better inter-group and youth-adult understanding in short from a happy experience in the democratic process of accepting responsibility for our own health and that of our families.

# Charm

**J. Russell Coffey**

CHARM IS AN attribute of personality which cannot be turned on or off as one desires. It is that part of one's self which radiates graciousness and all the finest qualities of living. It is the quality the bearer exemplifies when he becomes interested in you as a person, an individual, a human being. It is not shown by those who ask you questions, and then as you answer, gaze off into space, failing to show either interest or awareness of your being. Futhermore it is hardly shown by those who have no knowledge of the amenities, who even forget to say thank you for personal favors. Charm is hardly shown by a girl merely because she has been picked as a queen for this or that, or because she talks about herself and her personal conquests, or, studies her face in a mirror for hours, or, the boy who knows everyone, including his most gifted teachers, are a bunch of "stupes".

Is it possible for everyone to have a certain amount of charm in his personality? No one was born with this attribute and apparently it does not come naturally. It must be studied, learned, and cultivated as it becomes a part of our lives.

No one ever acquired charm all at once. If you are a man why not start off the day with a bath, a shave, and a smile to your friends; if you are a woman why not add a little sparkle as you go through your day. Remember that one who sparkles will never become lost or be entirely in the dark.

Charm is hardly that big smile and handshake one gives "the boss" when you are trying to pull yourself out of the mire by the bootstraps. It is most likely that inner glow one feels after having done a good deed which very likely will be known only to the recipient, yourself, and your God.

# Sports Activities of Athletes and Non-Athletes in Later Life

Henry J. Montoye, Wayne Van Huss and Marvin Zuidema

IN A MONOGRAPH published by Phi Epsilon Kappa fraternity entitled, "Longevity and Morbidity of College Athletes," a comparison was made between the percentage of athletes (college varsity letter winners) and non-athletes who participated regularly in at least one sport after college. However, no details were given concerning the specific sports in which these college graduates participated later in life. The present paper is an analysis of these activities.

The data are based upon questionnaire returns from 628 former college lettermen and 563 non-lettermen controls who attended Michigan State University at the same time as the athletes. Details concerning the procedures employed are contained in chapter II of the monograph cited. Briefly, each respondent was asked to indicate in which sports he engaged after college and the ages at which he regularly carried on these activities.

The National Study Committee responsible for the planning of the research on former college athletes recognized the limitations of the rather artificial classification "athletes" and non-athletes." It is expected that some of the non-letter winners were more active than some letter winners. However, the distinction made upon the basis of having earned a letter in a varsity sport in college is a convenient one and in terms of the groups involved it probably separates quite well those who have trained vigorously for some sport and have achieved a high proficiency in it, from those who have not had such vigorous training or reached the degree of proficiency of the "athletes". Each of the alumni was asked to furnish information concerning his leisure time sports activities as well as the organized athletics pursued after graduation from college. These were to be activities in which they participated regularly. Since those who were *occasionally* active in a sport are not included, the percentage participation in all sports is rather low.

## Review of the Literature

Thisted (1933) compared the amount of post-graduate participation of three groups of University of Iowa graduates; athletes, active non-athletes and inactive non-athletes. Using an activity rating scale, he found the participation of former athletes (mean rating, 20.6) to be roughly three times that of active non-athlete alumni (6.05), and over four times that of inactive non-athlete alumni (4.30). The former athletes were found to participate in sports on the average of four times per week. Thisted concluded that students who participate successfully in intercollegiate athletics receive an impetus in keeping physically fit which serves them well in later years. Most of Thisted's sample, however, were men under 45 years of age.

Chapward and Mehus, quoted by Thisted found that 60 per cent of 400 former athletes at the University of Minnesota were still participating in athletics.

Adams' (1948) results from a study of the recreational habits of Columbia College alumni also show a high percentage of participation. Ninety per cent of the 697 alumni indicated some participation while 43 per cent indicated regular participation averaging 5¾ hours per week. The sports activity of most alumni was found to be seasonable with greatest emphasis in the summer months. The respondents' average age was 37.8 years. Adams' results, though interesting, are subject to limitations since only 697 of 3394 (21 per cent) responded.

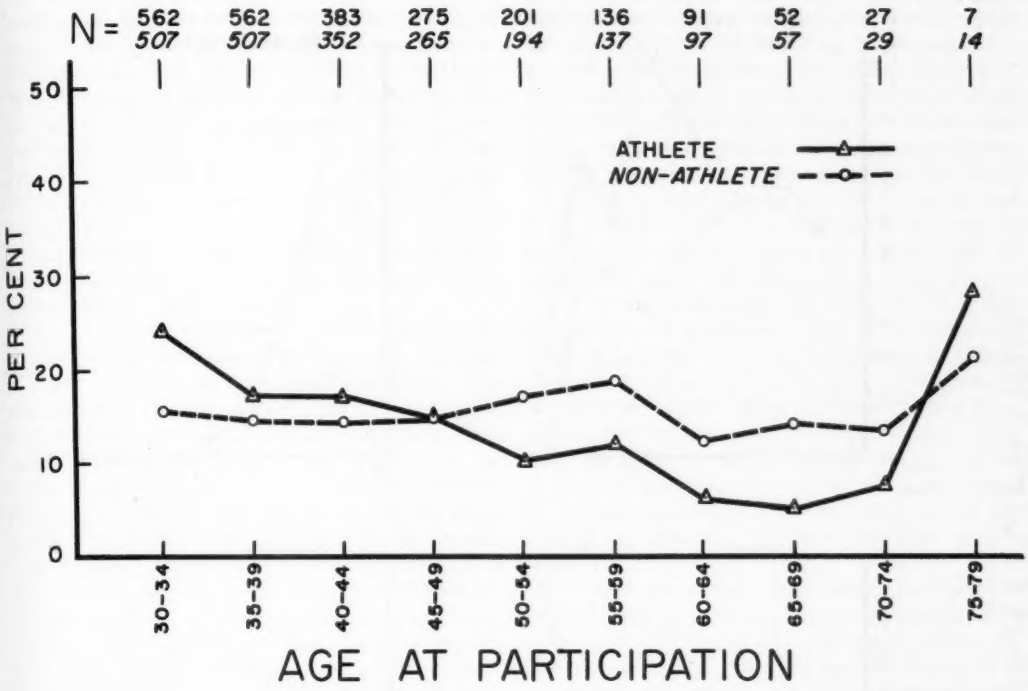
A recent public opinion survey (quoted by Bauer and Hein, 1958) demonstrated that only 40 per cent of adult men take any systematic exercise in addition to their work. Since this percentage includes non-sports activity, the results and those of the present study are in close agreement.

## Results

Figure I is reproduced from "The Longevity and Morbidity of College Athletes". Up to about age 45 a significantly greater percentage of former athletes engaged in some sport regularly. The ages represented in this portion of the sample are most comparable to previous studies quoted. However, after about the age of 45, the per cent participation was significantly greater for former non-athletes. A detailed analysis of these sports activities follows. The principal results are contained in Figure II. There are a number of observations which may be made after studying the figure. In the more vigorous team sports or individual sports in which competition is the essence of the sport, percentage participation at all ages is greater for the former athletes. Baseball-softball, basketball, and tennis are illustrations of this kind of activity. However, in all three of these sports, as one might expect, the percentage participation decreases with advancing age for both athletes and non-athletes. It is interesting, however, that among the

Financial assistance for this project was received from Phi Epsilon Kappa Fraternity and Michigan State University (All-University Research Project No. 2318, 1958-59).

Figure I




athletes between the ages of 60 and 65 there are some who are still playing tennis regularly and between the ages of 40 and 50 there is a small percentage playing softball.

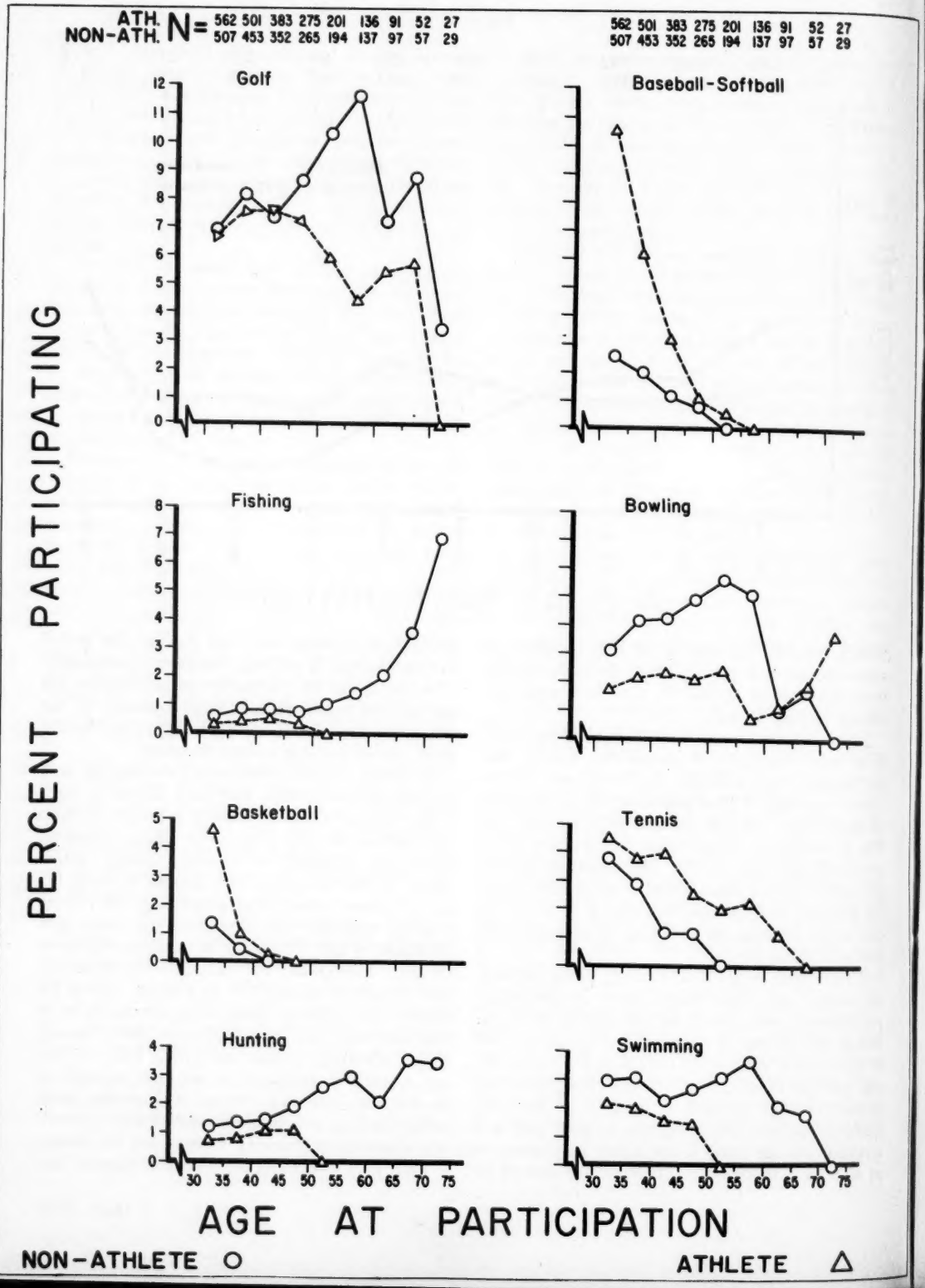
In those sports in which there is no competition, or at least a minimum of competition; namely, fishing, hunting, and swimming the former non-athletes show a decidedly higher percentage participation at all ages. These are also the less vigorous activities. The percentage of former letter winners who fished or hunted regularly was low. The percentage participation among the non-athletes in fishing and hunting increases with age especially after 45 or 50. In the case of the athletes, the percentage participation was zero after about this age.

With respect to golf and bowling, sports demanding similar skills and temperament, the percentage participation was greater for the non-athletes. Although the element of competition is present in both of these sports, there is not the strategy or maneuvering involved in tennis, for example. Also, these two sports would be classified as mild, or at the most, moderate activity. With regards to both golf and bowling, the age trend is not nearly as pronounced as in other activities listed. Between the ages of 30 greater participation with age during this period but the increase is not very definite or pronounced. After the age of 60, the percentage participation for and 60, the participation is fairly constant. In the case of the non-athletes, there is a slight trend toward both athletes and non-athletes decreases.

A number of other sports were mentioned by both athletes and non-athletes with some degree of regularily. Among the former athletes under age 45 about 1% checked the following sports: skiing, handball, badminton, volleyball, and horseback riding. Participation in these activities then dropped to about 0.3 or 0.4%. *One former letter winner was still playing handball regularly, even though he was more than sixty years of age! ! !* Former non-athletes mentioned handball, badminton, and skating with about the same frequency, namely 1%. In addition, among the athletes the following sports were mentioned by at least one individual: fencing, squash, track, skating, sailing, wrestling, boxing, and paddle ball. At least one non-athlete indicated he regularly engaged in the following activities: fencing, track, shuffle board, archery, sailing, wrestling, volleyball, hiking, gymnastics, snowshoeing, canoeing, croquet, and horseshoes.

Some facts concerning the history of physical edu-

**Figure II**


ATH. N= 562 501 383 275 201 136 91 52 27
NON-ATH. 507 453 352 265 194 137 97 57 29
562 501 383 275 201 136 91 52 27
507 453 352 265 194 137 97 57 29
Golf
Baseball-Softball
Fishing
Bowling
Basketball
Tennis
Hunting
Swimming
PERCENT PARTICIPATING
AGE AT PARTICIPATION
NON-ATHLETE ○
ATHLETE △

cation as a course at Michigan State University may be helpful in interpreting the results of this study since all of the men graduated from this institution between 1875 and 1938. Although a Department of Physical Culture was created in 1890 it was not until 1919 that physical education became compulsory, and not before 1924 was academic credit given for completion of these courses. In the late 1930's the program was expanded to include a variety of sports activities. Before this time (i.e. when most of the subjects were in college) the number of sports or courses offered was very limited. Hence the low percentage participation is hardly an indictment of the present service (instructional) program.

Prior to age 45, the athletes' participation is close to that of the non-athletes' in the more moderate activities of hunting, swimming, golf and fishing. The athletes are much more active in the vigorous sports of basketball, and baseball-softball, and slightly more active in tennis. The athletes' participation in the active sports drops off rapidly to 45. The athletes' participation does not increase in any of the other sports. Therefore, it seems that as a group the athletes do not substitute participation in less active sports as they advance in age. More non-athletes, on the other hand, participate in golf, fishing, and hunting in the later years. The charts reasonably explain the findings in the monograph but present an intriguing question as to why athletes' participation drops off after 45 years of age. Since the role of exercise in the maintenance of cardiovascular efficiency and delay of the aging process has a reasonable scientific basis today (Bauer and Hein, 1958) research findings which indicate lessened activity of any group merits intensive study to determine the underlying reasons.

The surprisingly low percentage participation among both former letter winners and non-letter winners focuses attention on the question of just what motivates people to exercise in middle age and beyond. Some have suggested that what is needed is to offer instructional courses in the "recreational type" sports which may be carried on at all age periods in life. Whether or not such instruction would result in greater participation has never been demonstrated to our knowledge. The few uncontrolled studies reported contribute little toward answering this question.

Others have claimed that it is not the training or proficiency in a specific sport which carries over into later life, but the desire to participate in some sports activity as a result of gratifying experiences at a younger age. Proponents of this belief suggest that the curriculum should contain activities which are of interest to the boy or girl at his or her age, not what will be of interest to him or her at age 40 or beyond. In this way sufficient skill and interest can be developed in a sport so that enjoyment may be had. It is assumed then that as the child grows older he will require this satisfaction from sports, and although he may not now be interested in the activities which he had been taught as a child, he would seek enjoyment and gratification from other sports activities appropriate to his age. Whether the interest in sports is carried over, whether it is the training and skill in specific sports, or whether there is no appreciable carry-over of either, is not known. However, the present study indicates that as a group former athletes do not substitute less active sports. It also demonstrates how low in general is the percentage participation in sports activities in later life.

The question of the attitude which motivates one to participate in sports activities at all age periods is one of the most crucial and important problems facing the profession. What causes some people to participate and others not and how are these attitudes and habits formed? When some progress has been made towards answering this question, greater insight will be had into what should be included in the curriculum, and what might be done in adult fitness programs.

## BIBLIOGRAPHY

Adams, L. C., "Active Recreational Interests of Columbia College Alumni" *Research Quarterly,* 19: 43-47, 1948.

Bauer, W. and F. Hein, *Exercise and Health,* Chicago: American Medical Association, 1958.

Montoye, H. J., W. D. Van Huss, H. W. Olson, W. R. Pierson and A. J. Hudec, *The Longevity and Morbidity of College Athletes,* Indianapolis: Phi Epsilon Kappa Fraternity, 1957.

Thisted, M. N., "A Study of the Relationship Between Participation in College Athletics and Vocational Success," *Research Quarterly,* 4:5-20, 1933.

## CHUCKLES

Only a moron will break training and only another moron will think it funny.

Don't wear your medals on your chest during practice. You might scratch yourself.

Success is never accidental.

Careless preparation at suit-up time will invite injury in practice.

A sturdy oak isn't grown in a greenhouse.

# Education Joins Enforcement To Save Lives

**W. K. Streit**

NO MORE GRIM reminder of the importance of "Check Your Chimney Week" can be found than the tragedies which occur in most communities at the onset of the heating season. "Check Your Chimney Week" is not meant to be a gag in Cincinnati. It is a serious business. It is an effort to awaken public consciousness to this danger and prevent needless tragedy.

Why should anyone check his own chimney? Who asks that this be done? How can it be done? Have you ever heard of the "Silent Killer"?

The "Silent Killer" is an old, worn-out, wrongly installed, or poorly regulated room heater or water heater; usually gas fired. It is a modern heater too small for the job which it is called upon to perform or it is turned up beyond its capacity. It is any of these heating devices connected to a chimney that won't draw because the chimney is clogged with bird nests, brick bats or soot balls.

There are thousands of these killers in our land and Cincinnati has its share. Cincinnati has felt the effects of the "Silent Killer" in carbon monoxide poisonings, and has an active program to do something about it.

Since 1951, a study of carbon monoxide accidents from room heaters and water heaters by the Bureau of Air Pollution Control and Heating Inspection, has revealed from actual investigations of over 200 such accidents that the chimney or vent is the key to safety in the operation of these modern devices. The information gleaned from these investigations has been the basis for the entire safety program adopted by the city.

In 1951, City Ordinance required all heaters to be connected to a chimney. In 1954 the sale of heaters without vents and gas pressure regulartors was outlawed. In 1955 authority was given to "seal out of service" all hazardous heaters and those not meeting code requirements. Since 1955 the Bureau of Air Pollution Control has made nearly 10,000 heater inspections, sealed off 400 hazardous heaters before they could do damage, made hundreds of investigations at retail stores selling heaters, trained over 100 inspectors from the fire, police and housing inspection division in the technical requirements of the code and in the various methods of making safety tests.

The Check Your Chimney Week committee is headed by Mr. Ray Clift, Executive Director, Greater Cincinnati Safety Council and Mr. Charles Gruber, Air Pollution Control and Heating Engineer, City of Cincinnati, and is composed of enthuiastic representatives of the Safety Council, many departments of the city government, Cincinnati Public and Parochial Schools, retail merchants, Gas and Electric Company, press, radio and TV.

The committee was formed and went into action in January, 1955, to conduct its first campaign. Since then, it has concentrated its activity at the beginning of cold weather in November. The purpose of the educational campaign is to inform the public of the necessity of good, clean chimneys and to augment the intense inspection and enforcement effort on the part of the city to eradicate the "Silent Killer."

The first campaign and subsequent ones were not limited to the City of Cincinnati, but were carried into forty neighboring communities of Ohio and Kentucky. Over a million people were asked to check their chimneys.

The theme of the first program centered around a "Letter from Santa" to each child in grades 2 through 9 in the schools of the communities covered. A "Chimney Sweep" was featured on last year's leaflet. Each head of family was asked to check space and water heating units for stopped up chimneys and improper vents. The leaflet provided a place for signature of parent when inspection is completed and the child was requested to return it to his teacher. A check revealed that 30% were returned with the lower grade pupils making the best showing. Two thousand leaflets were distributed through the schools, and 75,000 small task sheets went to citizens through retail grocers and druggists.

Death takes a holiday when gas space heaters, stoves and furnaces are properly adjusted and connected to a cleaner unobstructed chimney. You may save your life from carbon monoxide poisoning by taking these precautions:

1. See that the heater is vented to a good chimney.
2. See that the chimney is clean and not obstructed by debris.
3. See that the vent pipe goes up hill from the heater to the chimney.
4. See that the connection at the chimney is tight.
5. See that you have some outside fresh air to the space where the heater is located.
6. When you buy a heater, be sure that it has a gas pressure regulator.
7. Have a qualified store man connect and adjust your heater. This may cost a few dollars, but it may save you many dollars in lower fuel bills and perhaps your life.

### A Final Warning!

1. Don't seal up windows and doors with tape and rags. You need fresh air for burning without fumes.

2. Gas cooking stove ovens should not be used for heating purposes.
3. Don't put a damper in a vent pipe.
4. Don't have a loose fitting pipe at the chimney.
5. Don't insert the vent pipe so far into the chimney that it is block by the back wall of the chimney.
6. Don't try to get more heat out of a heater than it is made to produce.
7. Never go to bed with a gas heater burning in the same room. Always have some ventilation in a room where any gas heating appliance is burning.
8. Open the garage door before starting the engine of your automobile. Turn off ignition as soon as you drive back into the garage.

Due to the fact that carbon monoxide is a colorless, odorless, tasteless and non-irritating gas, its victims get no warning of exposure. However when the gas is taken into the lungs it immediately detroys the ability of the blood to carry oxygen. This results in headaches, dizziness, weakness and vomiting. A person who has been overcome should be removed to outside air, kept perfectly still, and wrapped warmly in blankets. A physician should be called and if breathing has stopped, artificial respiration must be started immediately.

How many lives have been saved by this safety effort? That figure remains hidden. Accidents that don't happen, don't make headlines! More than one case of the 400 sealed off heaters produced enough fumes to kill. All that was lacking was just the right combination—a cold day, a blocked flue, a heavy atmosphere to cause a down draft or one of a dozen things which would set the stage for the killer to close in.

So there you are. Check Your Chimney Week augments the hard driving safety efforts of the regulation and inspection to rid the city of the "Silent Killer." By means of this community effort, Cincinnati now has the lowest carbon monoxide rate of the past five years. Education has joined with enforcement to save lives.

---

## SHOT PUTTER

**S. F. Caldwell**

The sinewed hulk with
Thighs of iron stands on stone;
Circled in flat white,
Ringed with red rust iron,
Shoed in rubber stretch.

Dynamo,
Might required to traverse
Seven leagues of
Crouch, coil, flex, reach, thrust,
Comes from turbines generating
Ergs by millions, billions!
Can your plant produce?

Man!
Don't you know?
The messenger of fame, prestige,
Trips to Europe, golden cups
Hurtles through slab thick pressure
With blue crackle
To leave time's imprint pressed
In hollowed clay,

NOT JUST
By pock marked iron alone,
Projected through flesh force
Pale from herculean effort.

# Day Camping in Fort Wayne

**Dennis Gerlock and Harry Grabner**

THE SHOAFF DAY Camp in Franke Park, Fort Wayne, Indiana has made it possible for thousands of boys and girls between the ages of 9-12 to find an outlet for that inner urge of communing with nature. Living as we do in a mechanical age with all its modern conveniences and appliances these youngsters are able to find a release for that feeling which lies deep in their inner fibers; an opportunity to explore, hike over the hilly terrain, see and learn about the birds and animals in the wild life sanctuary. They are given a chance to cook out of doors, participate in nature crafts, and learn much about Indian lore and dances.

The program by its very nomenclature centers around those activities found in a camp and outdoor situation devoid of activities usually found on the playgrounds as sports, dances, vehicle parades, doll shows, table games and the arts and crafts. The philosophy is that it is repetitious to do the regular playground activities in a setting that lends itself to an entirely different experience. And since most of us want a new experience this then approaches that goal.

## Organization

The Shoaff Day Camp is directed by a full time recreation employee of the City Recreation Department, assisted by eight paid counselors, a volunteer adult advisory committee, plus Counselors in Training, Senior and Junior Leaders. Before the opening of the program a three day training session is held for the paid counselors.

Prior to the registration of campers, proper publicity is given regarding the dates of the camp periods, cost, dates and location for registration. Registration is usually held at one of the Park Department buildings during three days of the spring vacation (end of March) period. Assisting the director during the registration are members of the volunteer advisory committee.

The first camp period is held for boys and girls from a particular part of the city, the second for those in another area, and so on for the ten one week periods. Each period is set up to accommodate 100 boys and girls. Because this has been publicized parents know well in advance the period their children may go to camp. This neighborhood system is

GROUP FUN

used because campers are picked up by locale, in two busses and expedites the matter of city traveling during the camp periods which extend from the middle of June until near the end of August.

### Junior Leaders

When we were confronted with the problem of accommodating the many requests for additional experiences beyond the one week session permitted each camper for three summers, there resulted the organization of the Junior Leaders group.

After a boy or girl has attended camp for three years and is at least 12 years of age he is permitted to take training toward the Junior Leaders rating, if, in the opinion of the camp director he has the proper attitude, possesses leadership ability, and has permission of his parents.

The Junior Leaders meet throughout the year and are permitted to enjoy overnight camping, take the Standard Red Cross First Aid Course, work in the tree nursery, do minor conservation work in the park, and take canoe and swimming training. Social programs are interspersed throughout the year.

### Senior Leaders

The popularity of the Junior Leaders program led to the formation of the Senior Leaders. Again, the matter of qualifications enters the picture and prerequisites include three years of day camping, one year as a Junior Leader, and the desire to advance to Senior status.

The Senior Leaders receive advanced training in canoeing and swimming, first aid, nature, cooking and conservation. They are permitted to assist the camp director and staff counselors in carrying out the summer day camp program.

The Senior Leaders take part in overnight canoe, bicycle, and hiking trips away from the Day Camp site. They assist with special programs and demonstrations. Throughout the year they are under the supervision of the camp director, and adult volunteers in all phases of training and social programs.

If the interest of the Senior Leaders continues he is allowed to become a Counselor in Training. The CIT's are active in assisting with all phases of the summer program, and in many instances lead the daily activities of the camp program, under the direction of a paid staff counselor. They participate in the extended river trips, caravans, public events, and social activities. They form an integral part of the city and state youth organizations. In addition, training is offered in Junior and Senior Life Saving, nature and wild life study, and canoe maintenance.

### Volunteers

A significant part of the entire day camp program are the men and women, who on a voluntary basis, form the adult advisory committee. Their work goes on throughout the year, meeting with the Junior and Senior Leaders, the CIT's, the preparation of the camp brochure, the purchase of food, the mailing of correspondence to campers, and the many other details accompanying the day camp program, which to a measure has almost reached year 'round proportions.

### The Program

With this wealth of experience we are ready for the arrival of the day campers. As has been explained, they are picked up by two busses about 8:15 A.M. and taken to the Camp. Upon arrival the flag ceremony is held and the 100 boys and girls are divided into tribes with a paid counselor in charge of each group. The program is so arranged that they stay with the same counselor throughout the five day period (Monday through Friday), and follow the schedule of activities so that by the end of the period each of the tribes has had all the experiences including visits to the bird and wild life sanctuary, nature snooping, nature lore and crafts, rope tying and lashing, hiking and cooking out (daily), elementary weather forcasting, and the myriad of activities of a day camp program.

Occasionally campers will be under the supervision of another counselor who has knowledge and background experience of a particular activity which will be beneficial to the youngsters. The Senior and Junior Leaders and the CIT's in addition to their own program form an important part of the tribe since they themselves are familiar with the many acres of park they will be visiting, the location of the various camp sites in the woods, the program, and by their own interest wish to be of assistance to the younger campers.

At 4:00 P.M. the tribes again assemble at the camp buildings for the flag lowering ceremonies, board the busses and are returned to the neighborhood from whence they came.

A slight deviation from the daily program is made on Wednesday when the children are picked up at noon, meet with their parents at the six o'clock camp fire program where each of the tribes put on a skit and partake of additional recreational activities. It is at this time that they join with their elders in group singing, and show them the facilities of the camp. They return home at about 7:00 P.M.

The Friday afternoon Indian ceremony is held at 2:00 P.M. at the Council ring to do the Indian dances and ceremonies which last for about one hour. Again parents have been invited to witness the activities.

The final event of the season is the huge Pow Wow held on the shores of Shoaff Lake in Franke Park near the day camp site. To this event have been invited all the boys and girls who attended camp during the season. Several canoes come across the lake in total darkness, illuminated only by a torch in each canoe, to start the program for the evening. The traditional camp fire is lighted, the campers who have been organized by their counselor enter the large council ring for the final ceremonies.

It is through such a program we are able to reach approximately 1,000 boys and girls each summer. From a day outing event which started in 1945, expanded to a day camp program in 1950 there are now thousands and thousands of young folks in Fort Wayne who have had an opportunity to go through an experience they will long remember.

## Vice-President Nixon Puts Stamp of Approval on Youth Sports Competition

At the recent National Collegiate Athletic Association meetings in Philadelphia, Vice-President Richard Nixon addressed the nation's football coaches on the value of competitive sports for the nation's youth. Here are some of his viewpoints on this important topic:

"Young Americans need the fighting spirit, the determination, the teamwork, the discipline which competitive athletics inevitably instill.

I realize there is a school of thought which contends that competitive sports are harmful because someone has to lose and the loser therefore suffers psychologically. My answer is that our young men are going to enter a competitive world where they will experience failure as well as success. They won't be properly prepared for life if they have been shielded from the disappointment of failure, whether in the classroom or on the athletic field.

"My only objection to competitive athletics is that there is not enough of it. Today our young people must face the realities of a tough and challenging world. We need stamina of mind and body not in a few but in many. We need sharpened eyes and minds not only on the rifle team but in every head. We need a revival of the competitive spirit not only on varsity teams but between every classroom, fraternity, dormitory, and dining hall."

Ohio Athlete

# The Physical Education Report Card

W. Herbert Grigson

THORNDIKE'S LAW OF learning, the law of effect, or satisfaction received from completion, is perhaps the most important reason for measurement anywhere. No matter what is man's endeavor, there is no satisfaction that compares with knowing exactly and beyond argument, how well he has succeeded. Adler's well known "drive to be superior" would be frustrating and well nigh impossible to explain, if the degree of superiority compared to some standard, could not be arrived at. Psychologically, both pupil and teacher must have some way of measuring effort and achievement to attain normal satisfaction.

Measurement of subject matter in secondary education is, of course, necessary for other purposes too. Carnegie college entrance units, placement of seniors on high school quintile rating lists, scholarship standings, or progress in any one subject, not only depend on careful measurement, but a kind of measurement that will place pupils A, B, C, to Z, or 100 times Z (26) in a rank order that is fair to all.

Measurement of effort is often classed as "objective" or "subjective". Measurement is objective when there is as little human responsibility as possible in the process. In physical education, the yardstick, stopwatch, and "count" (number of pushups) are our main methods of objective measurement. A subjective measurement is one resulting from mental conclusions. Psychologically, subjective measurement requires an "image of perfection" in the teacher's mind as a standard. In physical education a teacher must have in his mind an image of a perfect inverted hang on the rings, to mark a pupil's effort in that exercise.

The report card mark given in all secondary school major subjects has been arrived at today almost entirely by objective measurement. What the teacher knows from scientific tests, not what he thinks from subjective judgment, is important.

Physical education is compulsory for all pupils in most schools, yet of all school subjects (except perhaps music) that subject has the poorest method of measurement. Practically all physical education teachers mark their pupils subjectively, and many on such vague factors as "attitude, effort, attendance, or improvement." A few teachers may have a graded series of exercises in several activities and mark with checks for poor, medium, and good. A very few may mix some objective measurements with the stopwatch and yardstick, using grade, or age standards. The great majority give a "general estimate" and are satisfied with that.

In subjective measurement a teacher must have "an image of perfection" for six pieces of apparatus, to take for example an activity in which the pupil performs individually. He has to have six images at three grade levels (10-11-12) and then mark the pupil on two, three, or five gradations (pass or fail; poor, fair, good; or A, B, C, D, F). Thus the teacher must make six times three times (two, three or five) or 36, 54, or 90 gradations of judgment. If the teacher acts as a judge in city gym meets frequently and sees many nearly perfect performances, he may acquire something close to "an image of perfection" and be able to put several pupils in a rank order on *one* piece of apparatus. But reliability diminishes when at different times, he judges 200 to 250 pupils in all of his classes on six pieces of apparatus.

Subjective judgment is even more impossible in games, sports, or dancing, where reaction time, coordination, judgment, knowledge of the fundamentals, and stage of experience are never the same for any two pupils, and the pupil is being judged for his performance in relation to the performances of many others.

It is possible to mark physical education objectively, and the purpose of this article is to describe how it is done. Recent developments, (President Eisenhower's Youth Fitness Council, and events leading to it) have spurred our profession to greater endeavor to measure physical fitness. Today physical fitness is accepted as a complex physical capacity consisting of several fundamental components.

The New York State physical fitness tests (page nine) and the Research Council's National Survey Committee recognize various components. The most usual components are strength, endurance, speed, agility and skill (coordination). Activities are selected that measure those components, and pupils in various groupings (grade, or age-height-weight) are tested to establish norms.

Roxborough has done this for fifteen years. Developed originally to give an objective report card mark, our program has been revised and implemented with forms to give:

1. An objective report card mark.
2. A full range physical fitness score, based on accepted components.
3. A cumulative record of each pupil's physical progress.
4. Ability to do corrective work in definite body areas.

This is how our program works. All pupils are put into five homogeneous groups by age-height-weight exponents. Following is the table for senior high school boys.

| Exponents | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Age | 14 | 15 | 16 | 17 | 18 |
| Height | Up to 5'6" | 5'7"-5'8" | 5'9"-5'10" | 5'11"-6'0" | 161 and over |
| Weight | Up to 125 | 126-139 | 140-149 | 150-160 | 6'1" and over |

GROUP CLASSIFICATION

| Group | Sum of Exponents |
|---|---|
| I | 3-4-5-6 |
| II | 7-8 |
| III | 9-10 |
| IV | 11-12 |
| V | 13-14-15 |

Similar tables are used to classify senior high school girls, junior high school boys and junior high school girls. A class of sixty pupils can be organized in one forty-five minute by one teacher.

All pupils are given ten tests during the school year (about one a month). Norms for A-B-C-D-E levels have been standardized in each of the five homogeneous groups. The ten tests measure the physical fitness components strength, endurance, speed, agility and skill. Our program is a bit more comprehensive than others, in that we measure strength, endurance, and speed, at arm, leg, and abdomen levels instead of body levels, and arm endurance at both pushing and pulling levels. This gives us an opportunity to pin-point the pupil's weakness and give corrective work in definite needed areas.

| | | *Boys* | *Girls* |
|---|---|---|---|
| Strength | Arm | Football throw | Basketball throw |
| | Leg | Standing broad jump | Step, step, jump |
| Endurance | Arm | Push up | Push up |
| | | Chinning | Pull up |
| | Leg | Knee raising | Knee raising |
| | Abdomen | Sit up | Sit up |
| Speed | Arm | 15' Rope climb | 15' Rope climb |
| | Leg | 100 yard dash | 50 yard dash |
| Skill | | Basketball foul throw | Basketball foul throw |
| Agility | | Block test | Block test |

These tests also measure the four fundamental activities, running, jumping, throwing, and climbing, and several sport skills, (football, basketball, track) A whole class can usually be tested in one period by one teacher.

It is not practical to print here the two hundred tests that comprise our program. At the Junior high boys' level there are 10 standardized tests, each with A, B, C, D, E, norms, for each of the five homogeneous groups, or fifty tests. The same is true for Junior high school girls, Senior high school boys and Senior high school girls. But here is a sample of the requirements for a Junior high school girl in Group III, and a Senior high school boy in Group II.

While the complete battery of tests of other programs is usually given at one time merely for a physical fitness score, Roxborough spaces its tests over the school year, using them as the basis for an objective report card mark, and also for a full range physical fitness score, cumulative record of the pupil's physical progress, and in order to pin-point pupil weaknesses for corrective work.

SINCE PHYSICAL FITNESS IS MEASURED BY ACTIVITIES REPRESENTING ITS MAJOR COMPONENTS, WE BELIEVE THERE IS NO BETTER BASIS FOR THE REPORT CARD MARK. We consider it unrealiable to include subjective measurements of sport skills, apparatus, games and dancing, since the fundamental components measure the pupil's ability objectively in those activities. We consider an objective estimate of character and citizenship impossible at the present time.

Frankly, it is at this point that many will disagree, because: 1. They may not think the statements in the last paragraph are true. 2. They belong to the large group who teach an "activities" type of program, playing games for the most part, to develop character, and to teach "carry-over" values with the social objectives first, rather than the physical. 3. They object to doing so much testing, or 4. They have not been bothered too much as long as they passed everyone and have a winning football or basketball team. Because of sputnik (fear for security) and taxes (high cost or gymnasia and athletic fields) many educators, politicians and laymen are casting critical eyes at physical education. Now that

### Junior High School Girl in Group III

| | A | B | C | D | E | |
|---|---|---|---|---|---|---|
| | 7 | 6 | 5 | 4.5 | 4 | points |
| Sept.—Basketball throw | 51 | 41 | 34 | 29 | 27 | feet |
| Oct.—Step, step, jump | 18 | 17 | 15.6 | 14 | 13.6 | feet |
| Nov.—Knee raising | 67 | 52 | 37 | 25 | 17 | times |
| Dec.—Push up | 6 | 4 | 3 | 1 | | times |
| Jan.—Pull up | 9 | 8 | 6 | 3 | 1 | times |
| Feb.—Rope climp (15') | 10 | climb up any time | climb half way up | climb 2 shifts | hold only | seconds |
| Mar.—Sit up | 52 | 37 | 27 | 17 | 12 | times |
| Apr.—Basketball foul throw | 5 | 4 | 3 | 1 | | out of 10 |
| May—50 yard dash | 7.1 | 7.8 | 8.3 | 9.0 | 9.1 | seconds |
| June—Agility | 8.8 | 9.6 | 10.6 | 11.8 | 11.9 | seconds |

### Senior School Boy in Group II

| | A | B | C | D | E | |
|---|---|---|---|---|---|---|
| | 7 | 6 | 5 | 4.5 | 4 | points |
| Sept.—Football throw | 115 | 105 | 95 | 80 | 70 | feet |
| Oct.—Standing broad jump | 7-9 | 7-3 | 6-9 | 6-3 | 6-0 | feet |
| Nov.—15' Rope climb | 6 | 7 | 10 | 12 | 15 | seconds |
| Dec.—Sit up | 92 | 78 | 63 | 53 | 38 | times |
| Jan.—Push up | 33 | 29 | 23 | 17 | 11 | times |
| Feb.—Basketball foul throw | 8 | 6 | 4 | 3 | 1 | times |
| Mar.—Chinning | 13 | 10 | 8 | 5 | 4 | times |
| Apr.—100 yard dash | 11.5 | 12.1 | 12.8 | 13.7 | 14.5 | seconds |
| May—Agility | 7.0 | 7.7 | 8.4 | 9.4 | 9.3 | seconds |
| June—Knee raising | 95 | 69 | 51 | 35 | 22 | times |

we can measure, mark and justify our work by objective methods, we should do so.

As the test each month takes only a period or two, the teacher carries on his regular balanced program of exercises, games, apparatus, stunts, game skills, and dancing, giving as much practice to the test as he may desire. After giving a test the teacher can, in about ten minutes, translate the raw score to point score. Using the report card mark table, he will be able to record the report card marks for a class, in less than fifteen minutes, at the end of each report period.

The report card mark is composed of points from two areas—tests, and floor work. Out of 100 points on a marking scale, 70 points are allotted to the ten tests, (A-7 points; B-6; C-5; D-4.5; E-4; F-1-3) and 30 points for floor work. The floor work points are distributed through the school year, with 5 points value for each of the six report periods. The teacher deducts points from the 5 for suit cuts, lateness, and lack of response to commands (discipline or cooperation) for each report period. At the end of each report period, the total points for the tests the pupil has taken, and the number of points, are added up. There are two tests in the first report period, two, the second; one, the third; two, the fourth; two, the fifth; and one, the sixth.

Referring to Walter Thompson's physical education record card below, we arrive at his report card marks in the following manner: In the first report period, Walter, who is a 10th grade boy in Group II, threw the football 98 feet for 5 points, and jumped 6 feet 8 inches in the standing broad jump for 4.5 points, (a total of 9.5 test points). As a suit cut caused the deduction of one of his floorwork points he had 4 points (in circle) left to his credit. The record of the floor work points, and the arithmetic of the report card mark are recorded on the card in the attendance area. The total of test points and floor work points is 13.5. Looking at the report card mark table, along the 1st report period line, we see that 13.5 points gave Walter an E on his report card for the first report.

In the second report he took two more tests, receiving 11 test points, and lost another floor work point, for a 4 point credit (in circle). As all points, both test and floor work, are cumulative during the school year, at the end of the second report period Walter had 20.5 test points and 8 floor work points, or a total of 28.5. Again referring to the report card mark table along the 2nd report period line, one may note that his 28.5 points gave him a D on the second report. The same procedure is followed for each of the succeeding reports.

## The Physical Education Record Card

| SPOT | BK. | NAME | AGE | HEIGHT | WT. | GROUP |
|---|---|---|---|---|---|---|
| C-4 | 19 | THOMPSON, WALTER | 15 | 5'7" | 141 | II |

DEFECT — SUIT — CUTS — CO-OP

| | DISTANCE | MARK | | DISTANCE | MARK |
|---|---|---|---|---|---|
| FOOTBALL THROW | 98 | 5 | BASKETBALL FAR THROW | 6 | 6 |
| STANDING BROAD JUMP | 6'8 | 4 5 9.5 | CHINNING | 10 | 6 37.5 |
| ROPE CLIMB | 9 | 5 | 100 YD. DASH | 12.4 | 5 |
| SIT UP | 79 | 6 20.5 | AGILITY | 8.4 | 5 47.5 |
| PUSH UP | 25 | 5 25.5 | KNEE RAISING | 8.5 | 6 53.5 |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | | 5 | | | | (4) | | | | | | | | (4) | | | | | | | (5) |
| T | | | | 9.5 | | | | | | | 20.5 | | | | | | 25.5 | | | | |
| W | | | | 4 | | | | | | L | 8 | | | | | | 13 | | | | |
| TH. | | | | 13.5 | | | | | | | 28.5 | | | | | | 38.5 | | | | |
| F | | | | | | | | | | | | | | | | | | | | | |

MARK - 1ST - E — 2ND - D — 3RD - C

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | | | | | | (5) | | | | | | | | (5) | | | | | | | (5) |
| T | | | 37.5 | | | | | | | 49.5 | | | | | | 53.5 | | | | | |
| W | | | 18 | | | | | | | 23 | | | | | | 28 | | | | | |
| TH. | | | 55.5 | | | | | | | 70.5 | | | | | | 81.5 | | | | | |
| F | | | | | | | | | | | | | | | | | | | | | |

4TH - C — 5TH C — 6TH - B BOY

## The Report Card Mark Table

| Report period | Tests given | Month | F | E | D | C | B | A |
|---|---|---|---|---|---|---|---|---|
| 1st | 2 | Sept.-Oct. | 0-12 | 13 | 14 | 15 | 16-17 | 18-19 |
| 2nd | 2 | Nov.-Dec. | 0-22 | 23-26 | 27-28 | 29-30 | 31-34 | 35-38 |
| 3rd | 1 | Jan. | 0-30 | 31-35 | 36-37 | 38-40 | 41-45 | 46-50 |
| 4th | 2 | Feb.-Mar. | 0-41 | 42-48 | 49-51 | 52-55 | 56-62 | 63-69 |
| 5th | 2 | Apr.-May | 0-52 | 53-61 | 62-65 | 66-70 | 71-79 | 80-88 |
| 6th | 1 | June | 0-60 | 61-70 | 71-75 | 76-80 | 81-90 | 91-100 |

At the end of the school year all necessary information is transcribed on the pupils' cumulative record cards. Accordingly, we have a complete record of each pupil's physical progress during school. It will be noted that both distance and points are recorded for each of the ten tests. At the bottom of the Grade column is the total of points scored in the ten tests, and below that the report card mark (total test points and total floor work credit points).

The full range physical fitness score for a pupil is the total of his ten test points. In our evaluation for the report card mark we allotted 70 points for the ten tests, so we may interpret the physical fitness score in two ways. First, on a range of 0-70, with 0-39 an E; 40-44 a D; 45-49-C; 50-59-B; 60-70-A. Second, on a 100 point basis by simply adding 30 points to the total test points. This is the better way, since it avoids a mental translation, and pupils, parents, and educators understand the 100 point basis better. For example, as we look at the foot of Walter's 10th. grade column on his cumulative record card, the total of his ten test points is 53.5. On the 0-70 range that is B; by adding 30 we obtain 83.5 (in circle) as his physical fitness score.

The cumulative record cards are punched for use in our central office I.B.M. machine. Since the greatest amount of clerical work in a card system is required by alphabetization, we have our cards punched for that. During the year each teacher has the cumulative record cards for each of his classes. At the end of the year pupil aides, either in each class, or in the Director's office, transcribe the information from the pupils' physical education record cards to their cumulative record cards. The cards from all the classes of all the classes of all the teachers are then run through the I.B.M. machine affording a complete school alphabetization. At the beginning of each new class the aides can quickly and easily pick out the cumulative record cards. In addition, these cards could be punched for Grade and Group selection, for research and revision studies.

At the end of each year we select the twenty-five or thirty boys, and the same number of girls, with the lowest physical fitness scores, (all are failing pupils), and assign them to zero period physical education classes the next year. They are given special work in the areas most needed, such as low arm endurance, low leg speed, coordination, etc. This is in addition to our regular full roster of corrective work for pupils with flat feet, posture, etc. in the school.

We have described a program of objective measurement that requires little time; uses no expensive equipment; needs no extensive mathematical formulae or complicated translation from raw score to report card mark; may be used by any school; gives excellent pupil motivation; meets the needs of all pupils; justifies the work of our department; and is well liked by pupils and teachers. Why not try it at least in one class?

**The Cumulative Record Card**

| GRADE | 7 | 8 | 9 | 10 | 11 | 12 | |
|---|---|---|---|---|---|---|---|
| AGE | 12 | 13 | 14 | 15 | | | |
| NAME | THOMPSON, WALTER | | | | | | ROXBOROUGH HIGH SCHOOL |
| HEIGHT | 5-0 | 5-3 | 5-5 | 5-7 | | | |
| WEIGHT | 95 | 107 | 128 | 141 | | | |
| GROUP | I | II | III | II | | | |
| DEFECT | | | | | | | |
| FOOTBALL TH. | 50-4 | 62-4-5 | 75-5 | 98-5 | | | |
| ST. BROAD J. | 5-6-4.5 | 5-10-4.5 | 6-1-4.5 | 6-8-4.5 | | | |
| ROPE CLIMB | 13-5 | 11-5 | 10-5 | 9-5 | | | |
| SIT UP | 53-5 | 60-5 | 68-5 | 79-6 | | | |
| PUSH UP | 9-4 | 13-4.5 | 17-5 | 25-5 | | | |
| FOUL THROW | 2-5 | 4-6 | 5-6 | 6-6 | | | |
| CHINNING | 3-4.5 | 4-4.5 | 6-4.5 | 10-6 | | | |
| 100 YD. DASH | 14.4-5 | 13.8-5 | 13-6 | 12.4-5 | | | |
| AGILITY | 10.1-4 | 9.7-4 | 8.8-4 | 8.4-5 | | | |
| KNEE RAISE | 64-5 | 80-6 | 78-6 | 85-6 | | | |
| MARK (76) P.F.S. 46 R.C. 71 | (79) 49 74 | (81) 51 76 | (83.5) 53.5 73.5 | | | | |

# The Crucial Issue In The Extra Pay Controversy

**Raymond A. Snyder**

THE LITERATURE IS replete with various beliefs, concepts, and practices in dealing with the problem of extra pay for additional school services beyond the normal teaching load. There is general agreement that "the laborer is worthy of his hire" and when additional services are rendered beyond normal teaching loads the teacher should receive some form of compensation. There is considerable disagreement, however, as to what form of compensation should be granted for such services. Some believe that released time, equivalent to the time and responsibility of the additional school services, should be granted. Others believe that the compensation should take the form of financial remuneration. In a few instances, both released time and financial remuneration have been offered to the teacher for such services. Finally, in same instances, no form of compensation is given for additional school services.

## Teaching Load

When a careful study is made of the problem it becomes apparent that many issues are raised in relation to the solution of the problem. One major issue deals with the establishment of an equitable teaching load and implementing the principles of justice in administration. Many of the salary schedules now in operation provide for uniformity in pay scale for school personnel but in somecases abrogate the principle of justice. This is true especially for certain school personnel called upon to shoulder greater responsibility and who work longer hours. Many school personnel supplement their school salaries by other types of employment outside the regular school day. Such employment, however, is not available to personnel having responsibilities in connection with the school beyond the regular school day.

When additional pay is given to certain teachers, other school personnel feel they should receive commensurate pay when they perform additional duties. In one study it was indicated that consideration was given for extra pay for the performance of duties in thirty-four activities.[2] In many schools where inequities appear the morale of the faculty is lowered which is a serious threat to teaching efficiency. In *The Republic* Plato says, "Injustice creates divisions and hatreds and fighting, and justice imparts harmony and friendship." The position of the administration becomes quite precarious when the principle of justice is violated resulting in lowering faculty morale.

## Lack of Objectivity

Another issue becomes apparent when it is recognized that some school districts do not have any definite plan for determining remuneration. In such situations, computation of extra pay schedules have been arbitrarily determined by the school administrator and approved by the board of education. The factors of time and the nature of the responsibility are important in any arrangement for salary remuneration and frequently these factors are given little consideration. As Shaw and Krablin[3] write,

> . . . the authors are convinced that teaching services should not be contracted for piecemeal and that negotiations should be on the basis of arriving at a salary which covers all the duties of a particular teacher. *This should not be interpreted to mean that extra duties should be added to a teacher's load without an increase in base pay or that certain teachers should have greater responsibilities without added remuneration.*

Another factor which complicates the issue is the fact that some activities cannot be regularly scheduled. For example, the participation of faculty in school and community social and professional events is necessary in any school district. Good faith and the ability of the administrator must be relied upon if fairness and equity are practiced in the distribution of these duties. If extra pay is granted it is necessary to establish therefore, that the services rendered makes a demand on a teacher in time and responsibility over and beyond that which is required by all teachers.

The factors of equitable teaching load, extra pay and administrative justice are not the only issues in the controversy. *The crucial issue deals directly with the teaching-learning situation. The major question raised is, to what extent do additional school services lower teaching effectiveness during the regular school day?* From the standjoint of teaching effectiveness, teacher load schedules have been recommended. The

> . . . standards of efficiency must be established in order to limit the increasing flow exhausting teacher responsibilities if maximum teaching efficiency is expected. . . . In the light of sound educational theory, the total school week should not exceed forty hours, of which fifteen to twenty hours would be devoted to instruction.

From a consideration of these standards it is evident that a great majority of teachers are already overloaded before being assigned to any after school activities. There is some evidence that additional

2. John W. Eckhardt, "Extra Pay for Additional Services," *The School Executive*, 67: 38-39, November, 1947.

3. John H. Shaw and George H. Krablin, "Extra Pay for Extra Services," *The Research Quarterly*, 21: 201, October, 1950.

4. National Commission on Teacher Education and Professional Standards, *The Improvement of Teaching*, Washington, D. C., N. E. A. 1947, pp. 115-116.

National Commission on Teacher Education and Professional Standards of the N. E. A.[4] recommends, school services do affect the quality of teaching during the regular school day. In one study reported,[5] 109 coaches, 65 school administrators and 83 teacher educators were asked the question, "Do you *believe* that additional school services beyond the normal school day program of teaching, reduces teaching efficiency during the day?" Their replies were as follows: Coaches, yes—49 percent, no—51 percent; Administrators, yes—38 percent, no—37 percent, no answer—25 percent; Teacher Educators, yes—73 percent, no—12 percent, no answer—15 percent.

It is believed that when any educational program requires more time than can be encompassed within the total school week of forty hours, additional personnel should be employed in order that all teachers may do their work efficiently. The school and the public have a right to expect a competent teaching job and teacher-load schedules should be planned to make this possible.

## Suggested Solution of the Problem

It must be remembered that the problem of extra pay for additional school problems is a *professional* one and therefore, cannot be resolved in the same way it might be in a trade or business. A major difference between a trade and a profession is the greater extent the professional person is guided by public service rather than personal gain. Education is a profession and not a factory process where all work can be put on an hourly or piecework basis. In the education profession "equal work" by two persons is a matter of estimate and approximation.

Before coming to grips with a sound policy on the problem of extra pay for additional school services, the following basic assumptions are submitted:

(1) Salaries of teachers should be high enough to provide a decent and comfortable living without making it necessary for teachers to work in other positions in providing a suitable livelihood.
(2) Effective teaching is the primary criterion to judge an effective administrative policy or procedure.
(3) All activities in the areas of physical education, planned for students under the guidance of the school are an integral part of the school curriculum.
(4) It is administratively sound to equalize teaching load and other duties performed as far as it is feasible to do so.
(5) A sound educational program depends upon, among other things, an adequate financial base.
(6) When activities must be curtailed due to a lack of an adequate financial base, it is democratic to curtail those activities first which affect the fewest number of students.
(7) Education in America is primarily a local problem and should be considered after a consideration of all factors in the local situation.

With the above basic assumptions in mind the following policies should serve as guides:

(1) That all activities in physical education under the guidance of the school should be considered as integral parts of the curriculum. As such, the titles of "extra-curricular activities," "special services," and "special teachers" should be eliminated.
(2) That all duties performed in physical education under the guidance of the school should be considered as part of the teaching load.
(3) That all activities planned after the regular school day should be given the same consideration (in relation to time and responsibility) in terms of teaching load as is given to those activities carried on during the regular school day.
(4) That every effort should be made to equalize teaching load and the benefits available for all teachers based upon the criteria of time required and the nature of the responsibility.
(5) That when teachers are called uopn to take responsibility for activities after the regular school day, they should be granted *release time* in the morning commensurate with the after school duties in terms of time and responsibility.
(6) That when certain activities in physical education must be curtailed because of financial reasons, those activities affecting the fewest number of students should be curtailed first.
(7) That teachers should be paid salaries high enough to provide a comfortable living without making it necessary for them to seek additional pay in other types of employment.
(8) That teachers should be guided primarily by their service to society rather than being guided primarily by financial remuneration.

## A Plan for Implementation of Policies

(1) Identify all activities which are planned consistently after the regular school day. Prepare an index rating for these activities using the criteria of time involved and the nature of the responsibility. This index rating would be used to compare the after school activities with instructional classes during the day.
(2) Add the activities in (1) with the activities taking place during the regular school day. This total should be used to determine the number of faculty needed to effectively carry out the responsibilities of the school program. Teaching load should approximate, as near as possible, the recommended standards the the National Education Association for effective teaching. This plan would provide enough faculty to carry on the school program.
(3) Distribute all other duties not identified in (1) and (2) to the faculty as equally as possible taking into consideration all personal and professional qualifications.
(4) For those teachers having responsibilities after the regular school day an appropriate amount of released time would be provided in the morning. This released time could be used at the discretion of the teachers.
(5) It is recommended that a study be made of all regularly scheduled after school activities to determine which ones could be scheduled during the last period of the regular school day. This practice would essentially cut down the amount of released time which it would be necessary to grant and would be, therefore, economical in terms of budget.

5. Ray Snyder, "An Analysis of the Problem of Extra Pay for Additional School Services," *60th Annual Proceedings*, Columbus, The College Physical Education Association, 1957, p 264.

It is believed that the above plan provides for: an opportunity for effective teaching; a fair distribution of the work load in a school; an equitable salary scale for all teachers; provision for giving added weight for jobs carrying greater responsibility; a plan for administrators to exercise administrative justice; and flexibility for the administrator to assign personnel on the basis of personal and professional qualifications.

---

## A LITTLE MORE

A little more kindness and a little less creed;
A little more giving and a little less greed;
A little more smile and a little less frown;
A little less kicking a man when he's down,
A little more "we" and a little less "I";
A little more laugh and a little less cry;
A little more flowers on the pathways of life;
And a fewer on graves at the end of the strife.

(Taken from the Elmhurst Bulletin and written by B. C. Forbes.)

---

## EIGHTY DAYS OF SPARE TIME

Maybe you think you don't have much spare time. Well, tot it up. Use a formula suggested by the Royal Bank of Canada in a recent letter to its clients.

| | − | + |
|---|---|---|
| There are 365 days in a year, or | | 8,760 hrs. |
| deduct 8 hours a day for sleep | 2,920 | |
| deduct 5 days' work a week at 8 hours a day for 49 weeks (allowing 2 weeks' vacation and 7 holidays) | 1,960 | |
| deduct 2 hours a working day for travel | 490 | |
| deduct 3 hours a day for meals | 1,095 | |
| deduct 1 hour a day for dressing and undressing | 365 | |
| | | 6,830 |
| hours left to do with as you please | | 1,930 |

This equals 80 days of 24 hours each—nearly 22% of the year, says the bank. And when it comes to figures, banks are seldom wrong.

# Competition in the Intramural Program

**John Chellman**

WE CAN DISMISS quickly the various kinds of competitive units that can be used on the college campus; units which will insure spirited competitive play. Dormitories, fraternities, classes, professional schools, the Independents, Clubs, and the Military Units are some of the most popular. The interest of the class teams seems to be diminishing in the larger schools. Fraternities usually provide one of the most competitive units and need little encouragement as far as participation is concerned. The primary concern of the competitive intramural program must be to reach all of the college campus and hence the entire student body.

Regardless of the types of competitive units formed they should be sufficient in number to encourage participation. If the intramural teams become as selective as the intercollegiate teams then there will be little encouragement for the Intramural Athlete. If, for example, the only outlet for play is the Class Team, it might well be a unit of high selectivity. Out of a class of 200 Freshmen boys, the Freshman Intercollegiate Team would attract the 10 or 15 best athletes. The Intramural Class Team might then draw the next 10 or 15 most gifted boys. We must think in terms of the number of competitive units required to satisfy the 170 to 180 boys left in that class who desire to play.

After the competitive units are formed then the Intramural Director must determine the type of schedule to be employed for each activity. It should provide enjoyable activity for all interested students. An activity in which a student participates only once or twice and then is eliminated can hardly be considered a sound method of promoting interest in Intramural Sports. Generous participation in all activities is certainly conducive to the development of the Intramural Athlete. Round robin, pyramid, and ladder schedules provide ample opportunity for continued participation. Elimination tournaments should be primarily used as a supplement to the aforementioned and not as a substitute for them. Other factors, of course, control the competitive intramural program Namely (1) Facilities, (2) Time allotted for Intramurals, (3) Policies regarding the conduct of the Intramural Program, and (4) The weather. A word about each.

(1) *The facilities* used for the Intramural Program should be comparable to those used for the intercollegiate program. It is plain folly to say that the Intramural Athlete does not enjoy the well lighted gymnasium, the manicured tennis court, the tight volleyball net, and the well conditioned diamond just as much as the Varsity player. It is no wonder that the Intramural Program flounders when the field is never "marked off" or the "big gym" is never available for play.

(2) In conjunction with the facilities is *the time allotted* for Intramurals. Due consideration must be given to the Intramural Program so that suitable times are "blocked off" for Intramural play. The proper emphasis cannot exist if all other scheduling is given priority and the Intramural schedule fills in the vacant spots and takes what is left.

(3) *The policies* governing the administration of the Intramural program should be flexible, they should hold restrictions to a minimum, and they should consider the interest and welfare of the students. Some of the problems here include academic probation, the letter winners part in the Intramural program, handling protests, and the nature of the activities to be included in the program. The beliefs here vary greatly in the college and universities. Evidence can be found supporting both sides of these questions. How will you determine your stand on these issues? If you are the faculty member in charge of the Intramural program, do what you believe to be right. Establish your own policies based on sound thinking, experience, and available research. Be tolerant, of course, of student opinions and administrative suggestions, but the Intramural program is your responsibility take that responsibility and lead the program in the right direction.

(4) *The weather.* The weather inhibits many a fine intramural league. Allowances must be made for make-up games. If the schedule is so tight and make-up games cannot be scheduled a lively league can quickly degenerate into one of dullness and forfeits.

Two other factors of utmost importance are faculty leadership and a budget providing for this program.

A regular member of the faculty should be responsible for I. M. program. "Intramural Athletes" appreciate and respond to faculty leadership just as much as intercollegiate athletes. No one would think of putting the intercollegiate program in the hands of competent student leaders. Why should it be done for the Intramural program? Each has its special problems that requires the experience, the maturity,

and the academic background of a faculty member. Running an intramural program without faculty supervision and direction is no different than attempting to develop a purposeful seminar on the problems of higher education without experienced faculty leaders who are aware of the problems involved.

Education at any level in stimulated by the leadership of an experienced teacher who knows his field well. If intramurals are a part of the educational process, and evidence indicates that they are, then the leadership must be provided in the form of a full time faculty member.

The budget for intramurals is often inadequate and frequently is dependent on the returns of the football season or a fund raising campaign. Such methods of financing the Intramural program are not sound and not within the framework of sound educational practices. The Intramural program should have its own budget, set up as a part of the overall physical education budget. Why should it differ from the budget of other departments such as chemistry, history, and mathematics? The equipment needed are the tools necessary to administer a successful program. Not to provide adequate materials for the Intramural program is as ridiculous as not providing Bunson burners in the laboratory, not providing pianos in the music department, and not providing texts and references in the study of English literature.

Many of the suggestions in regard to facilities, staff, schedule, and budget are not easy to carry out. You will have many dissenters. Sometimes it is necessary to give a foot to gain an inch. But an inch gained is better than no gain at all. It will not help the Intramural program if you abolish your efforts in its behalf because of voices and policies opposed to your ideals. Uphold your ideals—people are inherently good, and your progress will increase in velocity as time goes on.

A sound and attractive intramural program can be an excellent medium of public relations for the college and university. So can the football and basketball team for the gifted athlete. It is questionable, however, if the average college student is attracted to a school because of its intercollegiate program. The college student it interested in what the college can do for him. If he finds a place for himself in a broad program of intramural sports, then he is possibly filling a page heretofore left blank. It is understood, of course, that the primary attraction for the student is academic in nature.

There is certainly a proper place for both the intercollegiate and Intramural program. Each serves its purpose. However, the intramural program has the advantage of serving a far greater number of students. These numbers should be dealt with carefully and efficiently. The reflections of their experiences gained in the intramural program reach to all corners of the college campus as well as to prospective students.

The Intramural Director can benefit substantially by copying the thoroughness, efficiency, and effort of the intercollegiate coach. He is a master on the field, an exceptional administrator, and an organizational wizard. If the Intramural Director exerts the same effort toward his program, his results will be as satisfying for the many students under his direction. The methods are vastly different in these two segments of athletics, but the results should be the same. In both programs we are trying to challege the boy, to develop him to his capacity, and to help him realize his potential so he may leave college as a well-adjusted, confident, and intelligent individual. I believe the competitive Intramural program can play an important part in this development.

---

## NOW, HEAR THIS!

- Maturity—The time of life when, if you had the time, you'd have the time of your life.
- Modern executive—One who wears out two pairs of pants for every pair of shoes.
- Inflation—A state of affairs when you never had it so good or parted with it so fast.
- The Old Timer remembers when a young man was expected to square his shoulders, not pad them.
- One way a woman can make another woman listen is to say admiring things about the other woman's husband.

## WHICH ARE YOUR BEST YEARS?

Does life begin at 40? When do men reach their peak of achievement in art, science, politics? In Age and Achievement (Princeton University Press), Harvey C. Lehman concludes that the most productive age for chemists is 26 to 30; mathematicians, 30 to 34; inventors, 30 to 34; philosophers, 35 to 39; architects, 40 to 44; writers, 35 to 45. Leadership in politics, business and public life generally comes later. Most college president are 50 to 54; outstanding business leaders are 65 to 69; United States senators, 60 to 64; generals, 57 to 61.

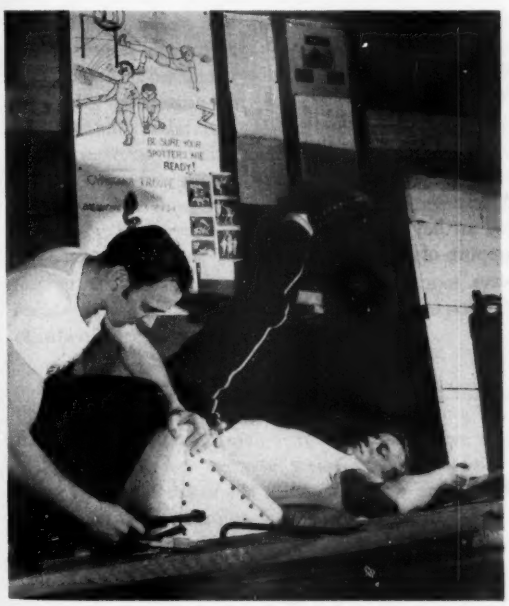
# Stunts, Plus

David A. Field

THE SCOPE OF a gymnastic course for men majoring in Physical Education may be as broad as the administration permits. The beginning teacher may think largely in terms of learning stunts. Although this will always be an integral phase of such a course; broader implications indicate that there are numerous other areas that must be emphasized if the student is to have adequate preparation in gymnastics.

Many obstacles constantly confront the teacher to prevent him from reaching the objectives for which he strives. Short periods, large classes, the instruction of manifold stunts in a wide variety of events, the movement of equipment, all seem to limit his his endeavors. However, when he remembers that learning occurs best when it is based on personal activity, and that out-of-class assignments can be made to facilitate this learning, he feels more assured of the attainment of his goals.

In determining learning activities for a gymnastic course, it is appropriate to consider the philosophy that lies behind the planning. A worthy objective for the student would be the execution of basic stunts done reasonably well in all the events, and a breadth of understanding of the sport from the teacher's viewpoint.



EQUIPMENT REPAIR

To achieve such an objective, it would be worthwhile to categorize the learning activities under the following three appreciations: appreciation of the fundamental skills and associated techniques, appreciation of equipment problems, and appreciation of advanced gymnastics.

## Appreciation of Fundamental Skills and Associated Techniques

### Suggested Learning Activities

(1) Practicing of stunts in all events, and the required completion of a pre-determined number of stunts.

(2) The application of personal safety principles in the placement of mats and equipment as well as the correct spotting for others.

(3) Written examinations pertaining to: the history of the sport, nomenclature, care of equipment, safety, techniques of executing stunts, rules of competition and objectives.

(4) Witnessing basic stunts and hearing explanations of mechanical laws and physics principles that apply to the stunts for the purpose of securing a deeper understanding of the techniques involved.

(5) Participation in a class competitive gymnastic meet and a simulated school demonstration.

## Appreciation of Equipment Problems

### Suggested Learning Activities

(1) Participation in definite squad assignments to assure personal responsibility in the "setting up" and "carrying away" of the apparatus and mats.

(2) The compilation of a notebook that would contain catalogs of companies that manufacture apparatus, mats, uniforms, chalk, etc. as well as those firms which specialize in the repair of equipment.

(3) Constant checking on each squad member to assure the proper movement of mats on dollies or by mat handles.

(4) Student repair of mat handles and frayed surfaces of mats when necessary.

(5) Periodic saddle soaping of horses and bucks.

(6) Laundry of trampoline covers, and the repair of their springs.

(7) Construction of such equipment as: chalk boxes, score cards for meets, vaulting boxes, outdoor parallel bars and rings.

## Appreciation of Advanced Gymnastics

### Suggested Learning Activities

(1) The viewing of movies that portray high caliber gymnastics such as those distributed by the Amateur Athletic Union and the National Collegiate Athletic Association.

(2) The viewing of appropriate television programs that feature gymnastic and acrobatic activities.

(3) Understanding the principles necessary for the composition of smooth flowing routines by applying this understanding to their own routines in at least one event.

(4) Witnessing intercollegiate competition at the local institution or at nearby schools.

(5) Assisting in the administration of local intercollegiate or intramural meets.

(6) Reviewing good instructional material in the form of books, periodicals, and visual aids which should be made available to the students through the instructor.

In every case, the learning activities must be adjusted to the ability of the individual student, to the

materals of learning available and to the time alloted. The instructor must continually use all his patience, initiative and ingenuity to make possible the best learning climate for each member of his class.

---

# ". . . . . and Ten"

**Louise Moseley**

THERE CAME A time when I groaned aloud at my role of a physical education teacher. And, as I leaned wearily on my desk, almost I was persuaded to run away from the never ending, activity-filled days. Yea, verily, my toes were tired.

Ten years paraded through my mind, with a multitude of gym-clad figures: swirling and dancing and leaping, throwing and batting and catching, kicking and shooting and jumping, winning and losing and tieing. Tall and thin, short and fat, medium and medium—why take ye thought or somatotyping?

Long were the tumbling classes, and longer still the field games; shrill was the teacher's whistle, but shriller still the voices. Many the indoor games in classroom, gym, or locker . . . for, lo, it rained forty days . . . without ceasing.

Ten years—and ye shall know them. Know the ones who need encouragement, know the ones who try the hardest, know the shirkers, the quitters, the bosses, the leaders, the winners, the losers. Endureth all this—and yet, grow tired with the enduring.

And, straightway, I rose from the desk and began the daily ritual of closing the office. From afar the sound of running footsteps and I beheld two flushed and excited faces . . . wanting to learn more about "this game and will you help us, please?" As I put on my whistle and closed the door of the office, I glanced at the groaning, weary ghost in the desk-chair and said, "Come along with me, o ye of little faith."

---

"Physical Fitness adds life to years and years to life!"
*Oklahoma Newsletter.*

"A Bible and a Newspaper in every house,
A good school in every district—
All studied and appreciated as they merit—
Are the principal support of virtue, morality
and civil liberty."
***Franklin***

---

## CHUCKLES

Two teens met on the street. One of them was leading a bull dog on a leash.

"Look," he said to the other, "What I got for my girl friend!"

"Gee," replied his friend, "How did you ever make a trade like that?"

"Johnny," asked the Geography teacher, "Can you tell me where the English Channel is?"

"No, ma'am, I can't," was the answer, "We don't have a tv set at home."

**Edited by R. L. Wickstrom**

Note: The purpose of this section is to present a summary of various procedures which are being utilized in contemporary education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program of physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to R. L. Wickstrom, University of Wichita, Wichita, Kansas.

# The Purposeful Calisthenics Program

THE DEVELOPMENT OF strength and organic vigor is included among the general objectives of most well-planned physical education programs in this country today. It has been shown that calisthenics are necessary to supplement a physical education activities program or children do not develop a satisfactory level of muscular strength and endurance or maintain flexibility.

A well-conceived calisthenics program can be a vital part of each physical education class. The wisdom of one "fitness day" per week in which the entire period is devoted to vigorous calisthenics must be doubted. This practice violates the physiological principles governing the development of muscular strength and endurance. Moreover, a full period of formal exercise breeds boredom and nurtures undesirable attitudes toward physical education. More sensible is the short five to ten minute bout of exercise at the beginning of each class period.

This article is one of a series designed to aid the teacher who is not entirely sure of the proper procedure for planning and conducting a purposeful calisthenics program.

## Selection of Exercises

Many factors deserve consideration when selecting the exercises to be used in the calisthenics program. Each instructor must review his own situation and then formulate an exercise series which is appropriate for the needs of his students. Below are factors worthy of consideration.

A. Each major area of the body must be emphasized in at least one exercise in order to maintain natural symmetry. To be included are the arms, the legs, the upper back, the lower back, the chest and the abdominal area. Any area requiring further development can be given additional attention.

B. At the beginning of the school year when students usually are not in good physical condition, using vigorous exercise is unwarranted. A reasonable period of adjustment to hard work should be allowed. Ordinarily the activities included in the physical education program during the early part of the year do not require exceptional strength and endurance so there is no reason for forcing the development of physical condition.

C. Only warm-up and stretching exercises should precede class work when strenuous activity is done in the class. When wrestling or apparatus work is being taught, the strengthening exercises should be done at the end of the class. The possibility of fatique interfering with safety or effective learning indicates a need for revising the order of class presentation.

D. Checking the next activity in the curriculum to be taught sometimes uncovers a need for emphasizing the development of a particular body area, or some aspect of physical condition. Wrestling requires strength and circulorespiratory endurance, apparatus requires strength in the shoulder girdle and the abdominal area, and swimming requires arm strength and circulorespiratory endurance. The efficient and forward-looking teacher prepares his students for effective participation in the activity currently being taught as well as for future learning.

E. Coordination and flexibility exercises may be included in the series for warm-up, variety and

interest. In coordination exercise, particularly when relatively difficult, offers a challenge to the student's skill and injects an ingredient of flavor into the exercise program.

F. Exercises requiring special apparatus such as a chinning bar or parallel bars consume more time than can be allotted in a short calisthenics program. For the general calisthenics program the use of apparatus is impractical.

### Arrangement of Exercises in a Series

The first one or two exercises in the series should serve as a warm-up for any strenuous ones which may come later. To save time group the exercises according to the starting position so that those started from the standing position are together and those started from a position on the floor are together. A satisfactory arrangement of a series of ten exercises might be four from the standing position, three started on the floor, and the final three done in the standing position.

Exercises serving the same purpose generally should not be presented consecutively. While this may be an application of the "overload principle" it can produce unnecessary feelings of local and general muscular fatigue.

Any exercise which makes a considerable demand upon the circulorespiratory function is best done at the end of the series. Recovery can then occur while instructions are given regarding the class activity which will follow.

There certainly is no objection to a calisthenics program that makes demands upon the physiological processes of students. But a sensible progression should be used in order that the exercise program can serve its purpose without interfering with participation in other classwork.

### Progression

The purpose of the calisthenics program must be the decisive factor in the amount and type of work to be done. If *maintenance* of organic vigor is desired, repeating each exercise the same number of times each class period will suffice. When *improvement* of organic vigor is the goal a form of overload must be utilized. Some of the methods of increasing the overload in an exercise series are: (1) increasing the number of repetitions for each exercise; (2) selecting more difficult exercises; (3) increasing the cadence of each exercise; and (4) changing the form of an exercise to make it more difficult. These methods may be used separately or combined. The rate of progression must be adjusted according to the response of the class.

### Modification of a Basic Exercise

It has been stated that the form of an exercise may be changed to make the exercise more difficult. To illustrate how this can be done, the following list shows how the push-up can be modified to provide increasing difficulty.

1. On hands and knees with the hands shoulder width apart—lower the trunk, touch the nose to the floor and return to the starting position.
2. From the prone position, hands on the floor shoulder width apart, lower legs flexed—push-up until arms are straight and return. Keep trunk straight during movement.
3. From the forward leaning rest position (regular push-up position) with the hands spread 2-3 inches wider than the shoulders—lower the trunk, touch the chest to the floor and return. (During the movement the elbows are 8-12 inches from the trunk).
4. Same as No. 3 except the hands are shoulder width apart and the elbows are kept close to the trunk during the movement.
5. From the forward leaning rest position—lower the trunk, touch the chest to the floor and at the same time swing the right leg upward and backward and return. Alternate legs on alternate push-ups.
6. From the forward leaning rest position, feet spread shoulder width apart, hands together with thumbs pararell and touching—lower the trunk, touch the hands with the chest and return.
7. From the forward leaning rest position, lower the trunk, touch the chest to the floor—push up vigorously, clap the hands together and quickly replace hands on the floor to catch the falling trunk.
8. One-arm push-ups.

### Formal vs. Informal Presentation

Traditionally calisthenics have been a formal aspect of the physical education program. Formality was thought to be conducive to effective and economical class procedure. The formal presentation does, in fact, produce conformity and uniformity when used properly. Under this system the class is deployed militaristically and each exercise is done in unison to strict command. A formal method such as this is valuable because the teacher has absolute control over an important phase of the program particularly when the class is excessively large. Formality also is conducive to the establishment of a limited form of discipline. The response to command has a definite educational value.

However, when the formal method is used exclusively perfunctory performance may result. If in the teacher's judgment the class is amenable an informal approach can be used occasionally to make the calisthenics segment of the program more individualized. The instructor can deploy the group and permit each member of the class to do some of the exercises a prescribed number of times at his own pace. Another informal technique is to encourage each student to do as many repititions of a particular exercise as he can in a set period of time. Progressing from this type of informality when student response is especially favorable and the class is not excessively large, each student may be asked to take his calisthenics following a list of exercises written on a blackboard. A step further is to have each student select his own set of approximately ten exercises from ones presented earlier by the instructor. The latitude offered by the latter suggestions must be reserved for those students who have proved their ability and judgment in previous performances.

Trained student leaders can do a satisfactory job of leading the calisthenics for a class. Their training should consist of the mechanics of deploying the group for exercise, proper order of exercises, appropriate cadence for each exercise, the number of repetitions each exercise is to be done, and the correct method of starting, stopping and counting each exercise. The student leaders must be encouraged to observe the instructor's procedure carefully, go through it with him mentally and then practice outside class before they are tested and permitted to go before the class.

A capable teacher can prepare an entire class for leadership in directing calisthenics. All students should focus their attention on the correct procedure for leading calisthenics by mentally rehearsing the technique being used by the instructor. Assigning students for calisthenics direction in advance gives them an opportunity to practice for their leadership experience. Corrections of a student's performance as the calisthenics leader should be made by the instructor as well as the class. A constructive approach will improve the performance of other students. The teacher must guard against the students who make a travesty of this procedure.

---

## WAS THIS ONE OF YOUR OFFICIALS?

Well, basketball season is finally over. And I am glad. The money is very nice, but with me, the buffeting and battering your spirit takes is cumulative—the poison keeps building up slowly from week to week, and as it builds up, it gets to be harder and harder work to be sharp and decisive and courageous in calling each game as you see it—not as someone else sees it.

I started the season full of confidence and good will, sure of my own ability and eager (or at least willing) to try to help the boys learn to play within the rules. Each rhubarb and nasty remark I'm not able to avoid hearing wears a little bit off my armor until at the end of the year, I'm raw and exposed and jumpy—and officiating becomes real hard work because I'm determined to hew to the straight and narrow, and not to slide back and take the easy way.

Anyway, it's over for a year, and I'll try to forget the nasty remarks (of which there really were no major ones) and remember the nice ones of which there were several very nice ones from winning and losing coaches).

W. L. Jackson

Edited by C. O. Jackson

# Some Impressions of Sports in the U.S.A.

John T. Powell

THE FACT THAT I worked and studied at the University of Illinois for a year, by no means makes me an authority on America. However, I did have the pleasure of meeting and mixing with many Americans in various communities and of different walks of life. Naturally, I gained numerous impressions.

Physical education, as we know it is virtually non-existent in America. The American way of life with its great stress on democracy (meaning specifically "freedom") makes it difficult to conduct 'lessons' in physical activity. Games are played, and to a high standard, but formal work, group practices, and disciplined formations for minor games are simply not tolerated in most schools.

There are relatively few tennis, hockey, soccer clubs or like activity groups for the more vigorous sports, and therefore, unless one plays for a minor semi-professional club, and then usually only in the large cities, such exercise is at a premium for the ordinary adult person. The activities prominent in most all communities include bowling (skittles) teams, square dancing, dramatic societies, choirs, musical groups, and the wide opportunities for such participation in these types of activities are to be greatly commended. However, it would appear that the opportunities are extremely limited for any average adult to take part in a vigorous sport, in a purely amateur manner, and for his own recreation.

## Success Factors

Why is it, then, that America produces so many brilliant track stars, divers, tennis players, golfers, baseball and football players? I venture to say they are the exceptions in society, and usually the product of the particular system of sports played in certain clearcut, rather 'isolated' communities, i. e., footballers, the Mid-west, track stars, the West coast, tennis players, California.

Mr. Powell is a member of the staff and track coach at Rhodes University Grahamstown, South Africa.

Facilities for sport are remarkable, coaches abundant, competition for men and boys well-planned, graded, and ample. The mention of competition allows me to stress an aspect of sport in America which I found very surprising. That is, competition for women is generally frowned upon throughout the States. The obvious exceptions, of course are tennis, swimming, and diving. However, virtually few universities have track and field athletics for women, never any intercollegiate competition, and in the main, women's physical education departments do not believe in such participation for the 'fair sex.'

When a boy shows definite promise in his sport, he is encouraged and well-looked after, both sports-wise and academically. His whole career is planned; he can achieve an adequate, indeed a very good scholarship at the University, where academic tuition, board, and residence are supplied free in return for minor tasks performed. In his chosen sport, he will be coached by experienced, professional coaches, developed fully and able to play or compete at the highest level throughout his undergraduate life (the only proviso being that academically, he must maintain the required standard.)

There is usually only one 'University Team' in any University in each sport. That is, one football team (eleven men playing, but many more on the squad as substitutes—in the case of the 1957 University of Illinois team, there were 52 players); one track and field squad of from twenty to thirty athletes; one tennis team, of say ten players; and so on for the sports. Each game has a coach employed by the Athletic Association, an organization which is related to, but quite distinct from the physical education departments. In some games, notably football, the head coach has numerous assistants, each for a particular section of the team.

## Intramurals and Basic Instruction

What of the sporting facilities and opportunities for the "ordinary" students who are not so specialized, and who have entered the university in the nor-

mal manner, as distinct for one on an "athletic" scholarship? First, at most American universities, *all* students are required to enroll in and pass four physical education courses their first two years in school. This entails either three single hours of activity a week, or two double periods. Students are guided to follow courses in the sport or sports in which they are not expert. This required amount of exercise is felt to be sufficient for some individuals; others take part in activities organized by the Department of Intramural activities. Volleyball, softball, a type of touch or tag football, basketball, bowling, track and field, all these and many other sports opportunities are provided.

However, it appears that comparatively few students avail themselves of the opportunities offered. and there are several reasons for this apparent apathy. Contrary to popular belief, the American student works hard academically. He is a specialist (for university education in the States definitely tends toward producing the specialist) and spends long hours studying, particularly at the graduate level, where the standards are high. Another basic reason is the lack of skill of the average student in any given sport. As a rule, physical education is compulsory in schools, but only fifty percent of the students participate, for various reasons although the subject is often required for graduation.

## Some Problems

With the stress throughout school and university life on the "team" rather than on individual performance, many 'not-so-goods' are overlooked and do not develop sports skills to the degree their potential warrants. Thus many people have never indulged in vigorous activities, or give them up early. Add to this the factors of almost 100% motor car travel, soft foods, central heating, air-conditioning in a surprisingly number of homes and establishments, mechanical gadgets, super drugs, and television, and the dearth of sports clubs, and we find the vast majority of Americans becoming spectators only, not participants, at an early age.

And of course, as a spectacle, sport in the U. S. A. is wonderfully organized and handled, and is held to a very high standard. In most team sports, substitutions provide for a sustained pace, and first-class performance. Usually, substitutions are made for two reasons, one, because players are tiring, and two, for tactical purposes, to counter the opposing team's successes.

## Lack of Endurance

In my opinion, where substitutions are necessary because a player has been injured to a degree where it would be dangerous for him to continue to play, then substitution is a good method, and could well be adopted for team sports here in South Africa, and elsewhere. But in American sport, where a player may be replaced simply because of his inefficiency, or because he isn't "on form," or merely in order that a different playing scheme is adopted from time to time throughout the game, then the whole activity tends to become a system, and is no longer a true sport.

I feel that substitutions often indicate a lack of endurance, and I particularly noted the absence in America of the *necessity* to "stick it." The player is protected too much, he is invariably well-padded (and in football blocking he needs it, I must admit!), and he is closely looked after by coaches and trainers in many respects, other than the actual playing of the game, i. e., in regard to diet, rest, massage, hours of sleep, relaxation, tutoring, and so on.

We in South Africa are fortunate in having rugged, tough players capable of endurance, but I feel that we do not look after them enough. We would do well to pay more attention to the general fitness of our players and athletes, and to their care while performing. Far too many players are permitted to engage in games when they are not fit, or to play after severe injury, when they can be of little value to their team. The Americans have certainly swung to one extreme in this matter of care of their participants in sports, but we are still too far behind, and do not pay enough attention to the well-being of our sportsmen.

To underline a point I made regarding the lack of endurance evident in the American players, I draw attention to the complete dominance of the U. S. A. track and field male athletes in the short distance and technical events in international competition, especially throughout the history of the modern Olympics. Yet what of the long-distance events requiring endurance and "sticking power"? It is difficult to find the name of any American visitor in an event over three thousand meters! It seems to be significant that out of the vast population of the States, only one man has achieved a mile in less than four minutes, a feat that has now been bettered thirty-eight times by world athletes. The sports system has clearly not produced the attribute of stamina!

## Concluding Statement

Sport in America is maintained and usually subsidized by the public and it is therefore assumed that the public desires thrills, spills, and spine tingling sensations. Thus few endurance events are seen on the American track, football, baseball, and basketball, all big "crowd pullers," aim to provide excitement and change. So substitutions are frequently made, keeping interest and play at a never-flagging pace, and the thousands of spectators seem to like it.

**Edited by Harry Grabner**

The guest editor this issue is Gilbert Magida of Washington School, River Forest, Illinois. Mr. Magida has contributed many dances to the profession and is an established caller and teacher.

IN ALL PROBABILITY, one of the largest single factors that negatively influences square dancing is the teacher or caller who attempts to teach too much in a given lesson. This is true with most teachers inexperienced in square dance calling, who buy a book on square dancing, and attempt to teach directly from the book.

During the past few years, the writer has visited many schools where the physical education teacher was teaching square dancing, and the entire period was devoted to teaching fundamentals. In a forty minute period, no dancing to music had been accomplished. Instead, the entire period was spent in walking through the allemande left, right and left grand, box the gnat, back track, and other fundamentals not necessary to beginning square dancing.

In a recent visit to a large mid-western university, the writer observed the physical education majors practicing their calling. As each student called his dance, it was quite obvious that the call was being delivered exactly as written in the book. While it is necessary for teachers to get their information from books, it is also necessary that the teacher choose material wisely, and know what to present to beginning groups.

Most teacher-callers will pick suitable figures for beginners, but the place where they make their mistake is in calling "breaks" that are too advanced. (a break is a fundamental used between a figure, such as allemande left, grand right and left, do si do, etc.)

The most important factor in teaching a beginning group is to get them dancing in as short a time as possible. This can be accomplished by teaching only the necessary fundamentals to get the group dancing. These few fundamentals are : 1) position in the square; 2) how to swing; 3) how to promenade. Then, a simple figure is taught, and the group is ready to dance. The following example is a simple dance to call for a beginning group.

INTRO:
All join hands and circle left
All the way around that great big ring
When you get home, break and swing
Now promenade your partner round,
Take a walk around the town.

FIGURE:
The first couple out to the right
Now form a star with the right hand cross
Back with the left and don't get lost
Swing the girl behind you boys
Now swing your own, your very own
And couple one go on to the next
(Repeat for couple one at No. 3 position, and then couple one repeats same dance at No. 4 position.)

Other simple visiting type dances like the above call may be used and after the caller or teacher observes that the dancers are progressing satisfactorily, other fundamentals may be introduced. The next fundamental that can be taught is the do si do. The corner person is introduced by having partners turn their backs to one another, which automatically puts them face to face with the corner. Then, the do si do is taught. Following this procedure, the do si do is used in a dance as follows:

INTRO:
Do si do your corner girl
Now do si do your own
Swing your partner round and round
Now promenade, go once around

FIGURE:
First couple out to the right
Circle four, around you go
Once around and don't be slow
The opposite girl, do si do
Now swing the opposite, don't be slow
Thein swing your own
And on to the next

With the simple fundamentals presented, and some other easy figures such as the two already discussed, a beginning group can have a relaxed, successful time square dancing.

It is up to the caller-teacher to determine just how rapidly to move ahead in teaching more advanced fundamentals. Certainly, each group will differ in its readiness to progress, making it necessary for the caller not to have a hard and fast rule concern-

ing progression, but to learn to get the "feel" of a group, and act accordingly.

The writer has found simple circle mixers to be useful in teaching square dance fundamentals. For example, the do si do is used in the mixer "I Don't Know Why," Rainbow record, 30099. The grand right and left is used in the mixer "Bingo," R.C.A. record number 45-6172. It is a good idea to start a dance with a few mixers, as they help as "Ice breakers," and also teach useful fundamentals. One more example of a dance to be used with a beginning group that helps establish position in the square, and also location of the corner girl, right hand lady, and opposite lady.

INTRO:
Own choice.
FIGURE:
First gent go out to the right
Turn the right hand lady with the right hand round
Back to your own with the left hand round
Turn the corner girl with the right hand round
Back to your own with the left hand round
Go across the hall for a two hand swing
Go twice around with the pretty thing
Go back home and swing your own

Title: LOVERS TWO-STEP

Record: "Just Couldn't Say Goodbye" MacGregor 820-B

Position: Semi-closed, facing LOD

Footwork: Opposite, directions for M

Originated by Ruth and Vern Smith, Dearborn, Michigan

*Measures*

1 - 4 RUN, 2, 3, BRUSH; RUN, 2, 3, BRUSH; TURN TWO-STEP; TURN TWO-STEP;
Semi-closed pos, starting M's L and W's R take 3 running steps in LOD, brush M's R and W's L; then 3 more running steps fwd, brush M's L and W's R maneuv M's back slightly twd LOD in closed pos for 2 R-face turning two-steps, ending in semi-closed pos facing LOD.

5 - 8 WALK, 2; CUT STEP, CUT STEP; GRAPEVINE TOGETHER;
Step fwd two slow walking steps, cut L over R, and L over R, drop semi-closed pos and grapevine away from each other with a side, back, side, touch; M does a grapevine back to his partner as W rolls back to partner with a L-face turn, LRL, touch to end facing LOD in semi-closed pos to repeat meas 1-8.

9 - 16 REPEAT meas 1-8. End facing LOD in semi-closed pos.

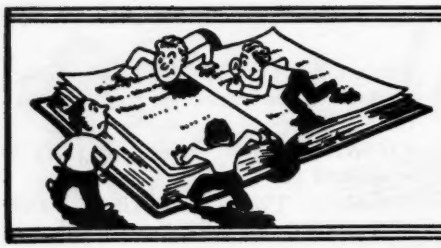
17 - 20 WALK, 2; TWIRL, 2; TURN TWO-STEP; TURN TWO-STEP;
Step fwd two slow walking steps; W twirls R-face in two more steps as M takes two walking steps; assume closed pos for two R-face turning two-steps; and semi-closed pos facing LOD.

21 - 24 WALK, 2; TWIRL, 2; BOX TWO-STEP;
Step fwd two slow walking steps! W twirls R-face in two more slow steps as M takes two slow walking steps ending in closed pos with M's back to COH; do two box two-steps; i. e., side, close, forward; then side, close, back; ending in closed pos M's back to COH.

25 - 28 IN, 2, 3, DIP; OUT, T, 3, TOUCH; TURN TWO-STEP; TURN TWO-STEP;
In three quick steps L, R, L, M backs into COH ending with a quick dip on 4th ct; (bend left knee slightly, left right foot slightly, keeping right foot pointed and knee stiff) as M dips with R foot extended, W bends L knee slightly. Couple now moves twd wall by M going fwd 3 quick steps R, L, R, touch L; (Do not maneuver) do two R-face turning two-steps (¼ turns) starting first two-step slight twd LOD ending with M's back to wall.

29 - 32 IN, 2, 3, DIP; OUT, 2, 3, TOUCH; TURN TWO-STEP; TURN TWO-STEP;
In three quick steps M goes fwd twd COH, L, R, L, and as W dips with L ft extended on 4th count, M bends R knee slightly; M moves backward twd wall in three quick steps R, L, R, touch L; two L-face turning two-steps starting first two-step slightly in RLOD to make one ¾ turn ending LOD, semi-closed pos.
DANCE IS DONE THREE TIMES, ENDING: WALK, 2; TWIRL, BOW.

Note: Lovers Two-Step is from The Johnsons, contributors to the March issue.



# BOOK Reviews

**Edited by K. W. Bookwalter**

American Association of Health, Physical Education, and Recreation, Youth Fitness Project *A.A.H.P.E.R. Youth Fitness Test Manual.*
Paul A. Hunsicker, director, The Association, Washington, D.C., 1958, 55pp., $.50.

A result of the A.A.H.P.E.R. Youth Fitness Project, this manual is intended to serve as a guide for teachers in the administering of a test program based on the test battery.

The manual has three divisions, namely: test administration, tables, and a concise statement of the background of the project. The description of each of the test items, equipment needed, rules, and scoring procedures are available in the manual. Norms for performances based on a sample of 8500 boys and girls in grades 5-12 are included. The Personal Fitness Form found in the manual is merely a sample and must be purchased separately.

This manual is a must for the teacher who wants to use the A.A.H.P.E.R. Youth Fitness Test.

WILLIAM B. BRADLEY.

BONDER, JAMES B., *How To Be A Successful Coach,* Prentice-Hall, Inc., Englewood Cliffs, N.J., 1959 pp 208. $4.95.

The book is a practical approach covering all the phases of a coach's job. After 25 years of coaching experience, the author has attempted to design a book to strengthen those facets of the game which have been most overlooked or neglected.

The material in this book deals primarily with the philosophy and psychology of coaching, which the author covers very thoroughly. He has a fresh approach in discussing the importance of good relationships with the public, the school, the press, the parents, and the players in order to be successful in the coaching profession.

The book covers the areas of organization and planning for the season as well as the importance of building and maintaining team discipline. The author refers to outstanding coaches and players in discussing the different problems, and their solution, involved in coaching.

The book is adapted for both high school and college coaches. It should be of special value to the young coaches as the author has done a fine job in presenting a total picture of the responsibilities and the varied relationships that directly affect the coach in his profession.

JOSEPH T. HAY.

ESPOSITO, MICHAEL, *How To Coach Fast Break Basketball,* Prentice-Hall, Inc., Englewood Cliffs, N. J., 1959, 171 pp. $4.95.

Every variation of the fast break in use in basketball today seems to be covered in this book. Included in the book are chapters on basic skills, selecting personnel for fast breaking, pre-season training, grasping fast break fundamentals, recognizing fast break opportunities, styles of fast break play, how fast break patterns operate, defenses for fast break basketball, successful court strategy, denfense strategy, how to scout a fast break team, tips on how to install the fast break, and suggested daily practice. One hundred fourteen pictures and diagrams illustrate the aspects of the fast break.

Every page has something worth while for the coach. The material is presented in a direct style with excellent organization.

CAROLYN BOOKWALTER.

GERI, FRANK, H., *Illustrated Games, Rhythms, and Stunts for Children* (Upper Elementary Grades) Prentice-Hall, Inc., Englewood Cliffs, N. J., 1957, 304 pp., $5.35 (Text edition—$4.00)

This book is a well organized and arranged source of over 200 games, rhythms, and stunts. There are described approximately 90 tag, circle, and goal games; 30 rhythms; 15 nature games; 30 limited-area games; 15 hard-top games; and 90 activities such as relays, stunts, tumbling, and lead up games for softball, basketball, and soccer. Each activity is accompanied by detailed diagrams and drawings showing the children in position for the activity, thereby giving the teacher at a glance the formation to be used and the play area needed. Information is given as to the number recommended for the activity

for a group, the playing area needed, and the equipment needed. In the section on rhythms, the phonograph records which might be used for providing music are listed.

CAROLYN BOOKWALTER.

OLIVAR, JORDAN, *Offensive Football: The Belly Series,* New York, The Ronald Press Company, 1958, pp. 99, $2.95.

Written by one of our most outstanding coaches, this book can be used by coaches of all levels as an introduction to the "Belly Series." The author presents his own method of developing this phase of football.

Chapters included are Philosophy of the Belly Series, Personnel, The Numbering System, Blocking Patterns and Fundamentals, The Inside Belly Series, The Outside Belly Series, Passing from the Belly Fake, Quarterback Training and Play Calling, Specific Values, and Integration with Other Series.

Illustrations, diagrams, and photographs show each maneuver, and individual assignments are described in detail. Special drills are included to teach the players their assignments with precision.

WILLIAM B. BRADLEY.

WILKES, EDWARD T., M. D., *Family Guide to Teenage Health,* New York, The Ronald Press Company, 1958, pp. 243, $4.00.

The book deals with normal growth and its changes, problems of sexual development, and factors in growth, shortness and tallness, fatness and thinness are considered as they affect the adolescent.

General health, considered in Part II, includes nutrition, daily living, smoking, drinking, and drugs, and body care.

Adolescent ailments discussed in Part III involve skin disorders, menstrual disturbances, glandular disorders, common complaints, eye and ear disorders, foot health, and major diseases.

Part IV concludes the text with sex and psychology problems considered.

The text is simple, unemotional, and clear. It appears to be a book youth and their parents should read. It is written by a specialist in teenage medical problems.

KARL W. BOOKWALTER.

WILSON, CHARLES C., Editor, *Healthful School Living,* A Report of the Joint Committee on Health Problems in Education and the National Education Association and the American Medical Association with the cooperation of contributors and consultants, Washington, D. C., N. E. A., or Chicago, A. M. A., 1957, pp. 323, $5.00.

*Healthful School Living* completes the triology of reports of the Joint Committee dealing with the various phases of the school health program, the other two volumes being *Health Education* and *School Health Services.* These three volumes are a "must" for the library of those with any responsibility for the health, safety, physical education, or athletic programs of the school as well as every administrator.

Opening with a discussion of A Concept of Healthful School Living, the book then deals with School Organization for Pupil Health, Personalities and Teaching Methods, Program Considerations in the Classroom, Eliminating Hazards and Preventing Disasters, School Housekeeping, The School Lunch, Health Aspects of Schoolhouse Construction and Equipment, Lighting and Acoustics, Heating and Ventilation, Water Supply and Waste Disposal, The Environment for Physical Education, Special Problems of Rural Schools, Utilizing the Environment for Health Education, and Administering a School to Assure Healthful School Living.

In addition to serving as a handbook for school health workers it provides a much needed basic reference for teacher education courses and for in-service education of administrators, teachers and custodians.

J. K. RASH.

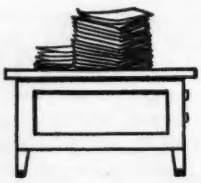
Wisconsin Department of Public Instruction, *Physical Education Handbook for Wisconsin Schools,* Madison, 1958, 39 pp., N. C.

This bulletin is the cooperative effort of a committee of the Wisconsin Association for Health, Physical Education, and Recreation and selected school administrators from the State of Wisconsin. The purpose of the publication is to aid in the strengthening and evaluation of the local physical education program by serving as a guide to the superintendent and other administrative personnel in the school.

The bulletin is organized into chapters dealing with program as to purposes, legal bases, types, scheduling, health and safety considerations, and interpretations. The role of the physical teacher is discussed as well as discussions of facilities, supplies, and equipment.

Pertinent references are included.

WILLIAM B. BRADLEY.



# Recent ARTICLES

**Edited by K. W. Bookwalter**

"America on the Move," *NEA Research Bulletin,* 36, 4:99-102, December, 1958.

From April, 1956, to April, 1957, approximately one out of five Americans changed his place of residence. More than seven million school age children changed residence but a larger per cent of pre-school age children move each year than do children of school age. More non-whites changed residence than whites. Persons of ages 20 to 30 move more than persons of other ages. Teachers move across state lines at a lower rate than the general population.

CAROLYN BOOKWALTER.

BACHELOR, P. L., "School Playing Field Maintenance," *Park Administration* 23, 9:425-428, February, 1959.

The grass seed mixture which has given excellent results on all types of soils, is: 60% S.23 perennial rye grass, 10% New Zealand chewing fescue, 10% New Zealand crested dogtail, 10% New Zealand brown top. After germination the ground must be left unused for 18 months to 2 years to enable the grass plants to get well established.

CAROLYN BOOKWALTER.

BAUER, W. W., M.D., "How Fit is Fit?", *The Journal of School Health,* 28, 10:336-342, December, 1958.

Health can be something passive or something dynamic. On the other hand, fitness is something inherently dynamic. Good health contributes to fitness. In a troubled world there is the utmost need for emotional fitness and also for moral fitness.

It is doubtful that a battery of achievement tests can be constructed in a manner which will constitute a true measure of fitness. It would be the height of fallacy to assume that such measurement of physical strength, endurance, and agility is any criterion of the total personal fitness of an individual to meet the challenge of living. We cannot measure for fitness until we know the purpose for which we desire fitness.

CAROLYN BOOKWALTER.

BOLTON, WILLIAM, M.D., "Dandruff," *Journal of Health-Physical Education-Recreation,* 29; 7:36, October, 1958.

Frequently, people bothered by "powdery" shoulders resort to the lazy man's way of trying to correct the situation by dousing the head with some "remedy" from a bottle. Excessive dryness of the scalp may result if the "remedy" contains much alcohol. Brushing the head daily is one of the ways to avoid "powdery" shoulders if the scalp is in normal condition. Brushing will keep dead cell accummulation at a minimum and well have a general stimulating effect upon the scalp.

The dermatologist applies the term "dandruff" to disorders known as seborrhea, a disturbance of the sebaceous glands of the skin in which there is excessive production of sebum. Sometimes seborrheic dermatitis, marked inflamation of the skin with white or yellow scales, may develop on the scalp. In these cases, brushing will be of no value. The scalp will need medical treatment.

CAROLYN BOOKWALTER.

BROER, MARION, "Effectiveness of a General Basic Skills Curriculum for Junior High School Girls," *Research Quarterly,* 29, 4:379-388, December, 1958.

Two seventh grade classes were chosen at random to receive experimental basic skills instruction which emphasized problem solving and student understanding of simplified mechanics prior to instruction in volleyball, basketball, and softball. It was found that the use of problem solving and presentation of simplified mechanics can lead to more efficient learning and help students "catch on" quickly to even newly presented activities.

CAROLYN BOOKWALTER.

CRESWELL, WILLIAM H., "An Old Method of Resuscitation Gains New Recognition," *Journal of Health-Physical Eduacation-Recreation,* 30, 2:12, February, 1959.

Mouth to mouth resuscitation was used successful more than 200 years ago. Preliminary findings of

medical researchers indicate a general superiority of this technique over previously used methods of artificial respiration. As a result, the Army Medical Services have adopted this method for use by all medical personnel.

CAROLYN BOOKWALTER.

Educational Policies Commission, "High Quality in Education," *NEA Journal,* 48, 2:19-22, February, 1959.

High quality in education implies continuous adaptation and improvement. Evaluation of such a process is an endless complex process and should be based upon educational offerings appropriate to different students, staff of sufficient size and professional competence, size of school-district population to support effective school, and finances available. Formulas have been set up for estimating average per-pupil costs for professional services.

CAROLYN BOOKWALTER.

GUNTHER, MAX, "When Does a Child Need Psychiatry," *Coronet,* 45, 4:70-75, February, 1959.

If there is something about a child that worries you, a consultation with a specialist will be worthwhile. Signs of possible emotional disorders are: prolonged unhappiness with no apparent reason, reversion to habits of infancy, signs of withdrawal, prolonged unreasonable fears, more than normal aggressiveness, difficulty in learning, and signs of tension. The first step is to have the child examined by the family physician. If there are no clues from a physical examination, then a psychotherapist should be consulted.

CAROLYN BOOKWALTER

KERSHOW, WARREN W., "Why Recreation?", *Recreation,* 52, 2:40, February, 1959.

Professional recreation workers seem unable to answer the questions of "Why have recreation anyway? What real purpose does it serve? Is it necessary?"

Recreation workers are trying to control, influence and improve the physical, social, and psychological development of human beings through programs which gives bases for healthful hobbies in later life or maybe for future vocations; through opportunities to teach values, good attitudes, and habits; and through counseling. The central theme of recreation is education, whether it be learning through play, growth through interest, or health through participation.

CAROLYN BOOKWALTER

LINDEN, ARTHUR V., "Some Random Thoughts on Alcohol Education," *The Journal of School Health,* 29, 1:3-11, January, 1959.

Until the schools can be provided with accurate and unbiased materials on alcohol, until emotionally mature teachers are prepared to teach alcohol education, until the schools can provide adequate time for alcohol education, until the home and church determine the part they should play in an alcohol education program, and until pressure groups with vested interests stop meddling in school affairs, it is doubtful we will have the type of alcohol education we think desirable. Alcohol education is a very important phase to the total education of youth.

CAROLYN BOOKWALTER

MAKECHNIE, GEORGE K., "At the Crossroads," *"Journal of Health-Physical Education-Recreation,* 30, 1:25, 60, January, 1959.

Ahead lies either the eclipse of the profession or its most serviceable and useful era. Upon the quality of thinking, planning, and action of the members of the profession lies its destiny. The quest of balanced harmony of mind, body, and spirit is one of our most precious heritages and most important challenges. Under the leadership of its physical educators, each community in the land has an opportunity and a nationally urgent obligation to provide an adequate, graduated, soundly planned, and regularly scheduled program of physical education.

CAROLYN BOOKWALTER

# Noteworthy People in the Profession

DR. HUELSTER, Professor and Head of Physical Education for Women at the University of Illinois, was born in Mason City, Iowa, on May 22, 1906. She received the B.S. degree from the University of Illinois in 1927, the M.A. degree from Columbia University in 1931, and the Ph.D. degree from New York University in 1949. Except for the first two years of teaching her professional experience has been at the University of Illinois where she started as an Assistant in 1929.

She has been active in state, district, and national organizations as chairman of important groups and has served as president of both the Midwest and National Association for Physical Education of College Women. She served as co-chairman of the National Conference on Physical Education for College Men and Women.

Dr. Huelster's many written contributions have been in the field of women's sports, performance analysis, and curriculum planning and development. She is author of *Service Program in Physical Education for Women* and co-author of *The Undergraduate Professional Curricula of the University of Illinois of Physical Education.*

In 1956, she received the Honor Award, AAHPER and Illinois AHPER. She is a member of the American Academy of Physical Education, Mortar Board, and Delta Kappa Gamma.

LAURA JEWEL HUELSTER

CHARLES EDWARD SPENCER

CHARLES E. SPENCER, Director School Health Coordinating Service of the North Carolina State Department of Public Instruction and State Board of Health, was born in Greenville County, Virginia, on September 12, 1900. He attended elementary school in Emporia, Virginia and Roanoke Rapids, N.C. where he graduated from high school in 1920.

He received the A.B. degree from the University of North Carolina in 1924 and the A.M. degree from Columbia University in 1928. In 1942, he received a Certificate in Public Health from the University of North Carolina. He taught in high schools in North Carolina and for three years in a Y.M.C.A. In 1938, he became associated with the North Carolina State Department of Public Instruction and in 1947 assumed his present position.

He has served as president of the Southern District, AAHPER, and of the Society of State Directors. In addition, he served as secretary-treasurer of the North Carolina, AHPER, as president of the North Carolina State Health Council, and on many state and national committees. He directed the National Study of Health Services of State Health and Educational Departments in the United States, a project of the Society of State Directors of Health and Physical Education.

He received the Southern District and the National AAHPER Honor Awards in 1952 and is listed in *Leaders in Education* and *Who's Who in American Education.* He has written many bulletins, articles and curriculum bulletins.

n Co-
epart-
, was
r 12,
rginia
high

ty of
olum-
ate in
a. He
three
th the
n and

istrict,
addi-
rolina,
Health
es. He
State
States,
h and

ational
*eaders*
*n.* He
bulle-